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ABSTRACT

This resource guide suggests ideas for implementing needs assessment, evaluation, monitoring, and planning for staff development programs. It grew out of experiences of 148 Georgia school systems that in 1974 initiated staff development programs. It maintains that leaders of staff development programs ought to be able to conduct a learner needs assessment, select an educational improvement program, identify needed staff competencies, organize and implement the program, provide administrative support, and evaluate the program. The booklet presents a proposal for making the basic plan for the staff development project also serve as the structure for evaluation. A monitoring plan contains such components as conducting a needs assessment, developing statements of goals and objectives, and determining the competencies of personnel. Because there is often a gap between identified learner needs and the consequent instructional program, a process of developing increasingly specific objectives and system components is recommended and explained. A detailed outline and chart include step-by-step procedures for instituting a staff development program. A final chapter and the appendix summarize staff development programs in Georgia in 1974-75. (Author/JM)

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PROCEDURES and PATTERNS for STAFF DEVELOPMENT PROGRAMS

Field Test Edition
For Review and Discussion Only

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FOREWORD

In the spring of 1974, 148 school systems elected to initiate staff development programs using funds previously designated for individual teacher grants-in-aid. Through these programs, local school systems are able to improve the effectiveness and efficiency of their personnel in meeting locally determined priority student needs.

Using the funds appropriated by the State Legislature for staff development, local school systems are involving over 20,000 educational personnel in staff development activities this year. This figure compares to an average of 1,100 teachers and administrators who received funds through the Grant-in-Aid Program each year for the past ten years. Forty-five systems are also using vocational education funds in conjunction with the staff development funds for their staff development programs.

Of the 300-plus activities planned by the systems, almost half addressed the mission of providing flexible education programs to meet individual student needs and abilities. In the content areas of language arts, mathematics, science, social studies, physical education, art and music, 67 systems indicated activities that will involve approximately 9,000 teachers and administrators. More than 95 systems included in their plans activities concerning the management and operation of schools; namely, human relations seminars, programs for improving self-concept of students, revision of curriculum guides, studies of school and classroom organization, visits to other school systems, and conducting needs assessments. There are over 10,000 educators participating in these activities.

Within the framework of staff development, the institutions of higher education--in consortium with local school systems, CESA's, and the State Department of Education--have revised teacher education programs to relate more specifically to local needs. They have changed course formats and requirements, conducted needs assessments and in-service programs, provided credit and non-credit courses that are taught in the system, and selected appropriate evaluation programs for systems.

The Cooperative Educational Service Agencies have provided assistance to the local school systems by coordinating staff development activities for the systems and conducting needs assessments and in-service workshops. Ten project consultants from the State Department of Education have provided technical assistance to local systems in the development of system staff development plans.

As State Department of Education consultants work with local school systems in the development, planning, implementation, and evaluation of local staff development programs certain areas of resource assistance to local school systems have emerged. This document attempts to address some of those areas of resource assistance.

This document is basically a resource guide to propose and help those who implement ideas in areas such as needs assessment, evaluation, monitoring and planning for staff development programs. It is not to restrict or enforce a prescribed process for staff development but to help those with leadership responsibilities and decision roles at all levels. The last section is an attempt to capture some of the processes and procedures utilized by some school systems as exemplified in staff development plans that were submitted this year.

I would like to commend the efforts of Dr. Leslee J. Bishop and the Center for Curriculum Improvement and Staff Development, University of Georgia, for providing resource information that should be of great benefit to local school systems in planning local staff development programs. I feel that this document is one example of the cooperative working relationship among institutions of higher education, local school systems, Cooperative Educational Service Agencies, and the State Department of Education in the movement toward meaningful staff development in the State of Georgia.

Dr. Gene Bottoms, Director
Division of Program and Staff Development
Georgia Department of Education

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INTRODUCTION

By definition, staff development is a "people" enterprise. By necessity, this booklet incorporates the ideas and work of many persons.

For example, the Georgia Department of Education initiated and implemented a comprehensive approach to staff development that included many of their own personnel, departments and funding sources. In addition, they involved institutions of higher education, CESA's, and leadership persons at the local school district level. Two series of workshops were held; one day drive-in conferences, and a series of regional workshops designed to assist in the development of plans and applications. These efforts were rewarded because more than three-fourths of the LEA's responded with specific plans. University and CESA persons provided additional technical assistance. A number of publications designed to provide the basic ideas and procedures for the various local plans were produced by the State Department and distributed widely. The Division of Program and Staff Development assumed the major leadership and implementation responsibilities.

This manuscript is an extension of their leadership. Under a technical assistance grant, the Center for Curriculum Improvement and Staff Development, Curriculum and Supervision Department at the University of Georgia, was commissioned to do two booklets. The first one was entitled Staff Development: Sources and Resources, and was developed by Drs. Ione L. Perry and Leslee J. Bishop. It was distributed state-wide in October, 1974.

This is a companion document. While Sources and Resources was an annotated bibliography plus related narrative, this publication focuses upon some of the critical procedures such as leadership competencies, evaluation, monitoring, developing program objectives and planning; it also includes excerpts from many of the plans that were submitted. They are reprinted here to provide patterns that are intended to be helpful to those who are revising their existing plans and preparing to submit new ones for the next year.

With the advent of new certification regulations, the adequacy and impact of these new proposals assumes even more importance to all educational persons and institutions in the state. Likewise, an examination of the submitted plans, plus the experiences of the workshops and technical assistance efforts, highlighted certain needs. As much as possible, these needs have been addressed. The adequacy of these materials will be evident as previous plans are implemented and new ones are prepared. The improvement of staff adequacy, curricular programs and learner achievement requires a sustained and comprehensive effort by all segments of the educational enterprise.

In this book, six major topics are included. They are:

Section I.	Identifying Leadership Competencies for Staff Development
Section II.	One Approach to Structuring and Evaluating A Staff Development Process Plan
Section III.	Monitoring and Formative Evaluation
Section IV.	Using Increasingly Specific Objectives and System Components to Develop Comprehensive Plans for Staff Development
Section V.	Visualizing a Staff Development Plan - with Emphasis on Management and Evaluation
Section VI.	Staff Development in Georgia: A First Year Report
Appendix:	Summary on Staff Development Programs in Georgia, 1974-75

These topic areas were designed as high priority items because they consider difficult but necessary tasks for those responsible for planning and directing staff development programs. It should be anticipated that subsequent experience and research will cause new topics and new priorities to surface as needs for learners and professionals. The Appendix lists the programs that were submitted and is included for reference purposes.

The major portion of this material was authored by persons who were graduate students in the Department of Curriculum and Supervision at the University of Georgia and who were attached to the Center for Curriculum Improvement and Staff Development for this project. Most of them have since gone on to other positions in the region. Their contributions are as follows:

Dr. Lowell Ensey, now Associate Director, Division of Professional Development, GAE, was responsible for writing the section, "Monitoring and Formative Evaluation".

Mr. Frank Gillespie, Program Development Generalist with the Northeast Georgia CESA was responsible for the section, "Using Increasingly Specific Objectives and System Components to Develop Comprehensive Educational Plans for Staff Development".

Mr. Joe Owens, now Assistant Superintendent for Instruction, Baldwin County Schools, was responsible for the section, "Staff Development in Georgia: A First Year Report", which extracted segments from the various plans submitted for 1974-75 to provide examples of current efforts underway and suggestions based on his research. Critical questions and comments regarding the processes used and the products developed are also part of this segment.

Ms. Martina Bryant, Graduate Assistant, and Mr. Jerald Bullock, now Assistant Professor in the Division of Education and Psychology, Palm Beach Atlantic College, provided the background and bibliography assistance to the publication effort.

Mr. Fulton Stone, Coordinator, and Dr. James E. Bottoms, Director of the Division of Program and Staff Development, Georgia Department of Education provided liaison and leadership regarding the priority areas to be developed. Special recognition is also due Dr. Joseph Williams, Dean of the College of Education, and Dr. Gerald R. Firth, Chairman of the Department of Curriculum and Supervision, for helping to provide the time and resources that were required.

So, staff development is a complex, challenging "people" enterprise. The conceptualizing and development work was a "staff renewal" project for those who were involved. Hopefully, this material can provide a base for further progress. However organized or instituted, the major objectives for staff development work are more competent staff, improved educational programs, and greater achievement by the students in Georgia schools.

L. J. Bishop

SECTION I

IDENTIFYING LEADERSHIP COMPETENCIES FOR STAFF DEVELOPMENT

IDENTIFYING LEADERSHIP
COMPETENCIES FOR STAFF DEVELOPMENT

What follows is a kind of rough draft. It's an attempt to begin the process of identifying critical competencies that are related to the initiation, design and implementation of a staff development program. Competencies as included here assume skills, knowledge, and a commitment to the task.

It is interesting that most persons seem to believe that staff development projects are directed at teachers. However, such is not the case. For, while any significant learner gain requires good instructing and good teaching, the emphasis does not, nor should not, impact singly upon that segment of educational personnel. Classroom implementation is but one phase of a whole process that also includes design, development, decision-making, reinforcement and evaluation. These are critical phases that require leadership, insight and a host of related competencies. It is not strange that leadership competencies for staff development programs relate directly to the major tasks that must be achieved if there is to be progress, impact and adequacy.

Without leadership and support no staff development program - or any change - can succeed. Research has provided extensive data that indicate the crucial need for school district support and local-building - leadership. Without such reinforcement any effort will be minimal, and too often result in token compliance rather than significant improvement. Program improvement and learner achievement require that all sub-systems are "go". These include students, staff, curriculum, resources and management. Community understanding and support are also required because schools are "open" institutions.

Comprehensive planning and effective implementing are demanding requirements. However, they are also the hallmarks of a qualitative educational program. As criterion elements, they need delineation and attention. Leadership is more than an abstraction; it must be evident in the formulation, operation and evaluation of what transpires within the schools. It must impact upon the instructional staff and be translated into program objectives and facilities. It must provide evidence of learner achievement appropriate to the priorities that have been determined, the competencies of all staff personnel and the resources that have been provided.

Staff development programs require a cooperative as well as a comprehensive effort. Assessment may focus upon learners but it cannot be exclusive to them. Assessment is also a crucial factor in the identification and utilization of competencies that must be possessed by those who are to conduct the staff development activities. The listing that follows, however crude at this point, is to provide a start toward the task of identifying the necessary competencies. They can be the basis for determining leadership tasks, for selecting leadership personnel, and for providing criteria for training or effectiveness.

The identified competencies are organized in terms of the six major categories included in The Georgia Staff Development Guide. Rephrased as task areas they are as follows:

Conducting a learner needs assessment

Selecting an educational improvement program

Identifying needed staff competencies

Organizing and implementing the program

Providing administrative support, procedures and resources

Evaluating the program

Conducting a Needs Assessment

1. Understand the components/ elements of a comprehensive needs assessment.
2. Determine long-range and short-range goals.
3. Propose alternative designs for needs assessments.
4. Establish procedures for initiating a climate analysis for a needs assessment.
5. Initiate a favorable climate towards needs assessment.
6. Conceptualize and structure a needs assessment for the local school district.
7. Implement a design for conducting the needs assessment.
8. Involve appropriate segments of the educational community in the needs assessment.
9. Collect and analyze data for needs assessment.
10. Establish the ordering (prioritizing) of local educational needs.

Selecting an Educational Improvement Program

1. Translate assessed student needs into (1) management, (2) program and (3) instructional objectives.
2. Locate information sources for the description of on-going innovative educational improvement programs.
3. Identify appropriate exemplary programs for consideration.
4. Evaluate existing LEA programs to establish needed modifications.
5. Analyze resource factors (supportive or limiting)--compatibility, complexity, financial costs, time, space, magnitude of innovation, support.
6. Organize and involve appropriate persons in the selection process.
7. Apply the adoption/adaption process of implementing an exemplary program.
8. Design the necessary educational improvement program.

Identifying Competencies for Educational Personnel

1. Specify program implementation tasks and time frame.
2. Specify and categorize competencies for persons who will conduct, develop, implement and support the program.
3. Translate implementation skills into observable and measurable performance statements.

4. Develop appropriate performance criteria for skill and content measurement.

5. Select target personnel.

6. Validate measurable performance of target personnel regarding both entry and implementation levels.

7. Establish program for needed skill development, attitude changes and content acquisition.

Organizing and Implementing the Program

1. Propose alternatives for LEA Staff Development Programs.

2. Design learning approaches and activities for staff and learners.

3. Determine available resources, materials, and funds for program operation.

4. Prepare and/or select materials for professional growth and competency attainment.

5. Schedule program activities according to staff needs, local situation and time frame.

6. Coordinate competency attainment for staff in regard to development program.

7. Establish information network and feedback procedures.

8. Establish continuing relationship between the new program and existing programs.

Providing Administrative Support Procedures and Resources

1. Establish administrative and policy support for time frame, personnel, materials, budget and leadership.

2. Establish responsibility of the principal(s) and building leadership persons in staff development program.

3. Establish responsibility of the central office, district and regional personnel in staff development program.

4. Establish responsibility of teachers, counselors, librarians and other persons who will implement the program elements.

5. Make provision for adequate materials, resources and personnel, their coordination and accessibility.

6. Provide implementation schedule to staff, community and learners.

7. Communicate policy and program structure to school and community personnel.

8. Establish procedures for monitoring, formative evaluation and decision making.

9. Provide continuing and visible support for program activities.

Evaluating the Program

1. Establish schedule for development, administration and analysis of evaluative data.

2. Determine measurable variables, target population and objectives to be evaluated.

3. Select or develop appropriate formative and summative evaluative instruments and designs.

4. Collect and analyze pre-program data (needs assessment, baseline), formative and process data.

5. Conduct summative evaluation including collection, analysis and valuing of data.

6. Provide feedback regarding gains, discrepancies.

7. Provide recommendations regarding viable modifications in programs, objectives and means.

The utility of such a list of competencies and tasks should be apparent. (It is expected that each district would develop its own list.) In addition to the uses that have been proposed, it should now be possible to develop a plan. Competency statements can be re drafted as tasks to be completed. They can be sequenced, amplified and assigned. A time line (Gantt, or PERT chart) can be constructed for review and decision-making. Once agreed upon, these tasks statements become activities and events that delineate the basic agreements and elements of the staff development program.

In addition to personal and organizational responsibilities, the events as determined can also be budgeted. Each major event will require time, resources, facilities and personnel. Each will need further development as to specifics -- dates, places, etc. Such considerations will cause modifications to be made in the original plan; that is to be expected.

System style (process) and organizational elements will be evident as individuals and groups participate in the planning and decision making.

The competency-task statements have multiple dimensions in an actual situation. Many persons will likely share in the events and activities. Sharing may occur through task forces, committees, consultants or contracted services; it may occur at different operational levels within the school district, as Curriculum Directors, Principals, Department Chairmen and others assume a portion of the work to be done and thus demonstrate their capabilities. When responsibilities are clear, a functional accountability system has been incorporated.

The revised plan can then be communicated to all interested persons and agencies. This can include those who may not have been involved, but who should know the intents and specifics. While monitoring and formative evaluation will already be underway, the program phases, planned events and outcomes are appropriate items for management decision-making, additional planning and evaluative reviews.

Staff development programs and related competencies thus became the basis for personal and program renewal. They become the way the school district responds to prioritized learner needs, district goals and objectives. They become visible evidences of concern for quality and accountability. The listing of competencies needed to initiate, design and implement a staff development program is not complete as given. If these items were reconstructed to be the basic events in a program plan, they are likewise inadequate. However, they can be used as departure points for staff development plans as they relate to both personnel and programs. That is the intent.

SECTION II

ONE APPROACH TO STRUCTURING AND EVALUATING A STAFF DEVELOPMENT PROCESS PLAN

ONE APPROACH TO STRUCTURING AND EVALUATING A STAFF DEVELOPMENT PROCESS PLAN

Evaluation is a challenging task. Even a cursory review of the staff development plans submitted for 1974-75 indicates that the evaluation components were weak. This is related to the experience of those who provided technical assistance and found that how to do a needs assessment was a major concern. Obviously, needs assessment (focused upon the learner) and project evaluation are similar processes. Therefore, a problem with the initial analysis and assessment logically signaled a problem with the final or summative phase.

A related issue is the structure of the plan for staff development. There are many approaches that can be taken in developing an evaluation scheme, but one practical way is to use the basic elements of the project as logical areas for assessment. Such an approach places a premium upon a clearly stated, well delineated plan. The proposal that follows attempts to show how the basic plan for the staff development project can also be used as the structure for the evaluation.

The initial impetus for this particular statement arose because of the requests of a particular school district for assistance. Their problem was complicated by the intention of having five major programs that would be running concurrently. These program elements were all part of a process plan; in other words, developing ideas, competencies and data that would provide the background for subsequent staff development projects.

In this situation, there was an obvious need for a planning structure that would facilitate the evaluation. However, it was important that the

structure was flexible enough to provide for additions and changes; also that it was amenable to the evaluation requirements of the various funding sources that were being used. While the proposal is only sketched here, it is believed that the ideas can be modified to fit the needs of other school districts.

Preliminary Steps

Staff development projects arise from many sources. These include such items as the need to address certain major and recurring problems, to achieve desired goals, to respond to needs that have been identified or to criticisms that indicate the need for action. So, a decision is made to improve the situation.

A consideration that needs to be recognized at the initial stages of planning is the importance of examining the assumptions and priorities that exist. Why are certain issues being studied and not others? Why are certain concerns assuming importance at this point in time? What new priorities or possibilities have surfaced that change the value or process orientation? Are we responding because resources are available rather than because the need is urgent? What, then, is the rationale behind the whole enterprise? These questions and others will help to clarify the issues and put the focus where it must be. They provide clues as to relevance, reality, power, motivation and basic intent.

Other strategy questions must be considered also. For example, what are the factors that will negatively affect what appears to be the most desirable course of action? What do we have going for us (resources, leadership, staff competencies, good will)? What alternatives are possible?

Which existing programs will need to be significantly changed; which will not be affected by this course of action? How limited or extensive should be the target group? Will the "solution" be a long or short range proposition? Is the need clear enough so that objectives can be written and communicated to those who will be involved? Will the objectives be difficult or easy to quantify, program, evaluate and monitor?[1] How clear is the relationship between learner needs and staff competencies? What baseline-entry data are available? What information will be required to provide for both initial data and subsequent gain (achievement) data? These are shaping, valuing and "political" questions that require answers if the project design is to be relevant and viable.

The standard procedure is that a needs assessment shall be done. The purpose is to ascertain the nature and extent of the needs. Most funding requirements state that learner needs shall have priority.

One result of a needs assessment is the collection of data. A good analysis will show many areas of concern, whatever the focus of the assessment instruments.

Designing - The Elements and Components

Next comes the necessity to institute efforts designed to resolve or remediate the discrepancies that have been found. In the process, the in-

[1]See article III in this booklet, "Monitoring and Formative Evaluation" for possible items and procedures.

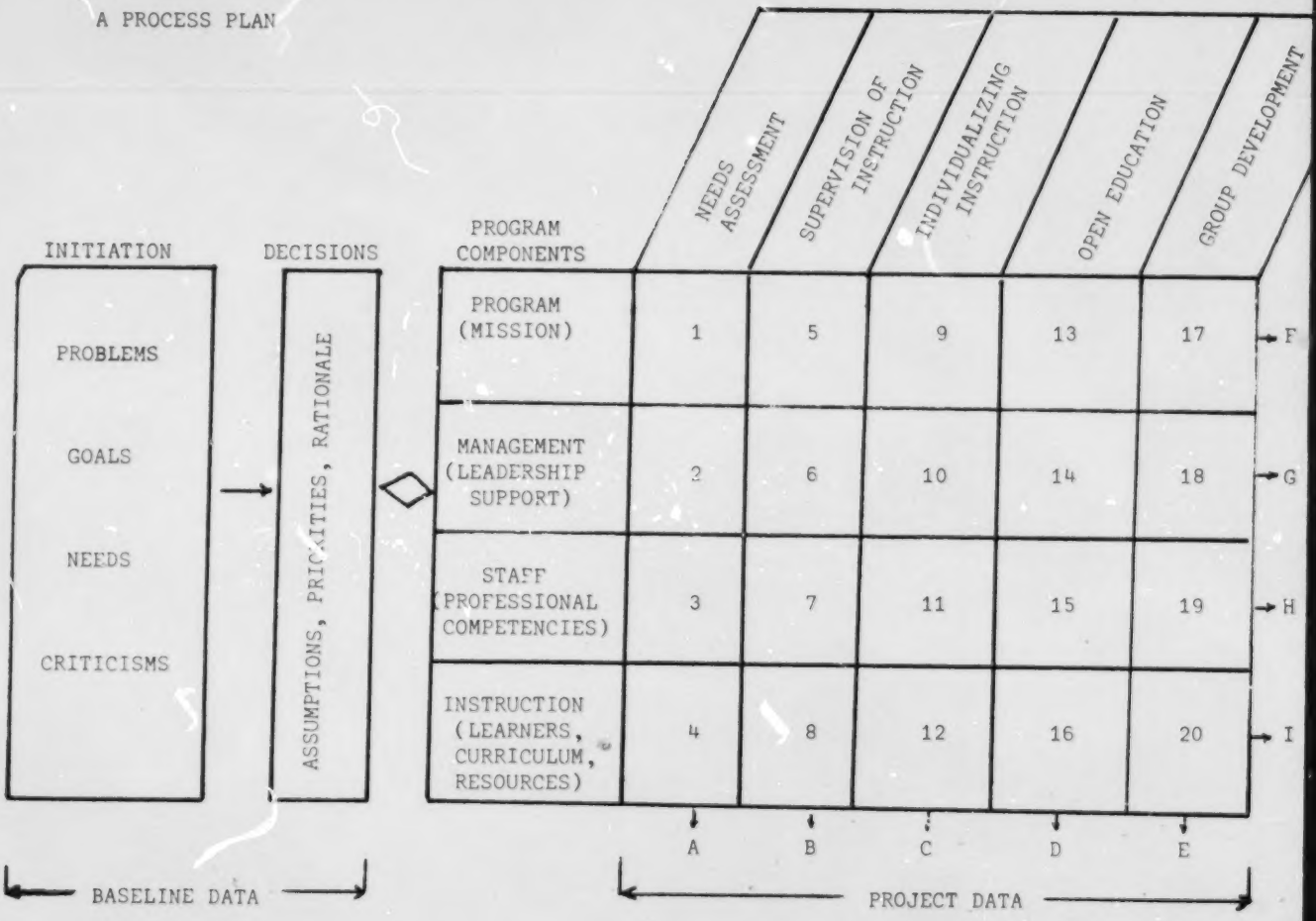
formation previously soug[illegible]ecomes baseline data which will help to justify the program and also p[illegible]de entry evidence useful in the subsequent programming and in the formative and summative evaluation. In the example being described, the decision was made to go to a process plan with five major elements. These were: Needs Assessment as a process and product, Supervision of Instruction, Individualizing Instruction and Group Development. The following figure was developed to show the structural ideas and their relationships. The five basic elements of the plan are shown on the horizontal axis of the model. This is not a change model or a flow chart; it is simply a positioning of the basic ingredients that are to be addressed in the project.

Any comprehensive staff development project will require objectives and related activities for at least four program components. These are listed on the model as the vertical axis. They are: Program-(mission), Management-(leadership), Staff-(professionals and related competencies) and Instruction-(learners, curriculum and related resources).

In terms of both structuring the project and preparing for evaluation, there is the necessity to clarify the role each of these components and program areas will play. This clarification can most easily be achieved through statements of objectives which delineate the major tasks to be achieved. In this case, they are necessary for each project area and each program component. Most of these particulars will have been developed as the project application was prepared; they can be restructured to meet the requirements for a comprehensive plan and for the evaluation of the plan and its outcomes.

STRUCTURING AND EVALUATING

A PROCESS PLAN



As statements of tasks and objectives are written for each of the cells,[2] the planning function is evident. For example, column A statements (including numbers 1-4) will define the basic elements to be achieved relative to the Needs Assessment. Column B objectives (numbers 5-8) will indicate what is expected regarding the Supervision of Instruction area. Column C objectives (numbers 9-12) will specify what is expected in regard to Individualizing Instruction; and so on for the remaining two columns. Obviously, if each of the sub items for these elements were also given a specific listing and cell number, a more comprehensive set of objectives could be generated, using the same matrix. More finite objectives would greatly simplify the evaluation task. Article IV in this booklet deals more extensively with this topic. The segment is titled, "Using Increasingly Specific Objectives and System Components to Develop Comprehensive Educational Plans for Staff Development".

Each cell when developed as proposed will have: (1) program objectives, (2) events or activities designed to achieve the objectives, (3) standards or achievement criteria for each prioritized objective-activity, and (4) evaluative measures for those objectives selected for such treatment.

Another perspective is possible by using the cell rows for planning and specifying. Row F objectives (numbers 1, 5, 9, 13, 17) should delineate the overall mission to be accomplished for each project area. Row G objec-

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[2]The model contains letters which provide one index system. Numbers which identify cells or junctions of program components and program areas represent a second set of indicators. Both the cell numbers and the letters are neutral in weight; they are simply reference points for discussion.

tives (numbers 2, 6, 10, 14, 18) will delineate the tasks that leadership and management will be expected to accomplish. Row H objectives (numbers 3, 7, 11, 15, 19) will state the competencies to be achieved by teachers, principals or others who will be involved. Row I objectives (numbers 4, 8, 12, 20) focus upon instructional outcomes such as learner gain, improvement in curriculum, use of learning resources, etc.

As these overall objectives are written, plans are clarified, tasks are indicated, and the activities and means essential to their achievement are developed. Such planning can be the work of individuals, standing committees, task forces, councils or other agencies. These processes (and products) reflect the system style, standards, philosophy and resources. Examples of these procedures are contained in the final segment of this booklet.

Structure as the Elements for Evaluation

By this process it becomes possible to translate learner needs into program responses. This is a necessary organizational and conceptual task in which the following steps represent one possible sequence. These steps build the work done in the needs analysis and program structuring phases into an evaluation scheme.

1. Identify, quantify, diagnose and prioritize learner needs.
2. Use these data (and whatever else is needed) to produce baseline data.
3. Translate need statements into general-program objectives.
4. Restate program objectives as activities that will enable the targeted staff persons to develop the necessary delivery competencies.
5. Develop standards and criteria for the priority activities.

6. Sequence and schedule the prioritized activities. (This schedule becomes the staff development plan).

7. Allocate necessary resources and personnel; and determine responsibilities.

8. Identify (or develop) techniques, procedures or measurement instruments to capture the essence of the experiences (activities) and the necessary quantifications (re No. 6).

9. Administer, and analyze the results in terms of the stated objectives and program transactions.

10. Value the discrepancies (gains or losses) as revealed by the procedures and instruments.

11. Determine appropriate courses of action to recycle, restructure or continue.

12. Proceed with new determination and new data for subsequent analysis and evaluation.

It should be noted that not all of these tasks are unique to the evaluation. For example, items 3, 4, 6, 7, 11 and 12 are essentially leadership or planning activities. Items 1, 2, 5, 8, 9, 10, on the other hand, are directly related to the evaluative effort. The reason for identifying these differences is to clarify the relationship between the planning and the evaluative tasks, and make it possible to focus upon the unique responsibilities necessary to evaluation in this scheme.

Each of these steps has its own data needs and requirements for professional competencies.[3] These requirements can become additional

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[3]A list of possible leadership competencies was the subject of the first segment in this booklet, "Identifying Leadership Competencies for Staff Development".

This approach based on the program structure could be supplemented by individual evaluation approaches. For example, each individual could "contract" target competencies for himself, specify activities designed to achieve these gains, standards to be applied, evidence to be reviewed, and the person or agency to supervise and validate the achievements.

learnings by those who are involved. They can also be used to help identify internal or external persons who can provide the needed competencies and resources.

In the evaluation of the proposed process plan, there may be the need to develop two sets of objectives, or to state them as two-phase objectives: (1) for the planning-developing phase (short range), and (2) for the implementing-impact phase (long range). Another view would be to state them as: (1) staff (competency) development, and (2) learner achievement outcomes. This latter would occur functionally if the model were used, since each of these sets of objectives are provided for (see Components 3 staff, and 4, learners and curriculum) on the matrix. Since this is a process plan and not a product plan, the emphasis can logically be on preparing and structuring, and upon those activities designed to impact upon the staff; at this point the influence upon learners might be minimal. However, in the next phase, when the process plan becomes a product plan with implementation and learner gain as paramount concerns, then these emphases should be made explicit through appropriate objectives, activities and evaluative measures.

Evaluation and Data

Thus, the basic objectives and related tasks are the plan for the activities and transactions that should occur. What is achieved as the program matures becomes vital data for evaluating and monitoring. Data can be collected informally in minutes, reports, recommendations and personal comments. It can be more formally instrumented by questionnaires, tests, check lists, interviews, observer reports and formal actions. Objectives

and activities were made amenable to evaluation by adding a standard or achievement level (step No. 5 above). The degree of formalization or instrumentation can be combined with the requirements for information so that both reporting and evaluating can be functionally achieved. Thus each activity as planned can have product outcomes, achievement or progress data that can be recorded and analyzed. Each activity can have process outcomes based on the kind of involvement, the degree of interest and committment indicated, the cooperation and spirit.

All of these data are grist for the evaluation mill. Did they occur as planned? How qualitative was each as it transpired? How productive was the outcome in terms of behavior or attitude change; how close did the outcomes come to the objectives that had been developed? These criteria or assessment questions can be in terms of a program component (e.g., Management), a program area (e.g., Open Education), or selected cells that represent or sample both the intent and the impact of the program. Less ambitious projects could substitute sub-elements of the program in place of the major Areas shown in this illustration.

Some evaluation could be on a continuous basis (formative), some could wait until the completion of the program (summative). Review periods could exist at developmental stages (Initiation, Development, Implementation); at time periods - months, quarters, semesters; or at other intervals (even cycles in the Zodiac) as determined by the planners.

Participants should know what was being evaluated, when it was occuring, who was being assessed, how, and for what purpose. Not only can participants (teachers, principals, learners, leadership) be included in the development of statements of objectives and tasks, they can also share in the

development of the evaluation process, documentation and review. As indicated, the evaluation can be done by external means but that would deprive many persons of an important growth (staff development) opportunity, so it becomes an important planning decision.

Evaluating is more than collecting data and assigning values. It is also an integral part of a problem-solving approach. The evaluation process provides an opportunity for those who are involved in the program to provide input, to share in the development and assessment of the quality of the various program elements. In addition, it enables personnel to share in the control, decision-making and reward system, to assist in program improvement, and in the initiation of new personal and program goals. When evaluation reflects the program structure, it further assists individuals in seeing the "larger" picture of what's involved, and how each time segment and each project component reinforces the educational quality that is desired. Evaluation should provide concerned individuals the opportunity to reconcile individual and group goals, school system and learner goals; to see the relationship between overall objectives, the project activities and resource uses. Thus, program structuring and evaluating should be compatible and complementary processes. Good planning also facilitates and includes evaluation, especially when the planned outcomes and products become the basic data for review and assessment.

Each situation has unique requirements and unique elements. However, the steps and approaches proposed here may have utility as one possible departure point. Evaluation is not only a challenge. It can also be the

mechanism for generating new ideas, for examining closely the effectiveness of what is transpiring, and for providing guidelines and data to assist with future programs.

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SECTION III

MONITORING AND FORMATIVE EVALUATION

MONITORING AND FORMATIVE EVALUATION

Staff development and related program improvements will be a continuing effort in Georgia. Further means to this end are being developed by universities, the State Department of Education and local school systems to implement and support this approach.

Accountability, credibility and progress all demand that the efforts being made are conceptually adequate and operationally sound. A major function of leadership is to establish a process by which it can keep abreast of what is happening in regard to each project, as well as to provide the leadership, make the necessary changes and keep the activities productive.

The following ideas for monitoring and/or formative evaluation are designed to provide each LEA with a series of possible agenda items that relate to each element in the State plan for staff development. Of course, these items could be modified to fit any project underway in a local school situation. So, this document is not proposed as an instrument for use, as it is. Rather, it is presented as a framework and a series of sub items that can be adapted to the unique needs, leadership and program efforts of a school system. The emphasis has been placed on monitoring rather than on formative evaluation.

There are so many possibilities that the temptation existed to make this too long and too cumbersome. Perhaps it already appears that way if it is viewed as an instrument ready for use. In any case, we have tried to select the most basic items to include, expecting that each LEA that wants or need to institute a monitoring scheme will modify the ideas to conform to its own situation.

That's the intent. The actual use will depend upon your style, your concepts of management, your leadership and personnel needs. Our recommendations is that

the implementation of such a scheme is kept simple, that it is explained in detail to all who will be affected, and that it is related to the total program of the school district, not just to the "Staff Development" project.

A qualitative program, learner gain, competent staff and community support require some changes from past practices. Hopefully the ideas suggested here can contribute to greater progress in these areas.

In order to keep this document as short as possible, extensive bibliography and references works have not been cited. However, there are many publications that relate to these tasks. They are contained in a companion document produced by the Center for Curriculum Improvement and Staff Development, Curriculum and Supervision Department, University of Georgia, Athens.[1]

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[1] Ione L. Perry and Leslee J. Bishop, Staff Development: Sources and Resources, 1974.

Rationale for Monitoring and Formative Evaluation

One basic challenge for educators is to develop schools with a built-in mechanism for constant renewal. It is obvious that any innovative arrangement will bear re-examination and require modification in light of new knowledge regarding new content and better educational methods. The need is to develop within the educational structure a process which can respond to today's needs and the different needs and different situations of tomorrow.

The primary purpose of staff development is the educational improvement of the local school system.[2] This approach can take as many forms as there are systems that utilize staff development. In exploring approaches to staff development, it is generally useful to consider the types of decisions to be made based upon data regarding: (a) a needs assessment, (b) possible programs that will meet the identified learner needs, (c) the competencies of the related educational personnel, and (d) the procedures, administrative leadership and support mechanism to assure the success of the staff development programs.

Decision-making in these instances, might be divided into two categories: (1) that based upon antecedants and (2) that based upon consequences. It is much easier to make decisions based upon antecedants, ([illegible] that have already transpired or data that are already acquired), than [illegible] decisions based upon consequences, (events that occur as a result [illegible] implementation or in the process of gathering formative data). In bui[illegible]effective new progarms, school systems must establish creative new ways to innovate new programs, to monitor them and, subsequently, to judge their effectiveness. The required research and evaluation depends upon the management capability

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[2] Georgia Department of Education, Resource Guide for Staff Development, January, 1974, p. 2.

to use the new, pertinent and reliable information as the basis for decisions to improve or reject either new or ongoing programs.[3]

Multiple pressures to plan, to evaluate, and to improve staff development programs are not new concerns to the practicing educator in Georgia. The State Department of Education has initiated a staff development effort that is intended to facilitate the necessary educational improvement. Monitoring can be a critical assist to the local school districts by providing a systematic approach to the decisions that will need to be made, and to the programs that need to be developed. Through processes and data this functioning will facilitate the responsibility for being "accountable."

Monitoring Defined

Monitoring is a process for "overviewing" the progress of a project or program; to design the steps that need to be taken to "sense" or "check out" the project or program as it operates. This process is undertaken in order to determine to what extent the program is actually operating as planned. Monitoring provides both the data and the opportunities for self-correction within the ongoing system. It provides a series of planned check points where it is possible to establish whether the system is operating efficiently, and to take whatever corrective or preventive action is indicated.

Concerns of the monitor in many procedures deal with efficiency and effectiveness as determined by instruments that indicate process and product outcomes. In this effort, feelings (identification, satisfaction, and commitment) are important elements to be ascertained and considered. Further, such a review is enhanced by developed and communicated program design elements

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[3] Malcolm Provus, Discrepancy Evaluation: For Educational Program Improvement and Assessment. (Berkley, California: McCutchan Publishing Corp., 1971), p. 9.

such as those indicated below. Monitoring is closely allied with formative evaluation, although it will likely be a separate responsibility.

Thus, how closely monitoring is identified with ongoing evaluation is a result of both management decision-making and design. A highly developed task analysis with specified events and performances standards is both informative and evaluative. The uses of such data and their incorporation into the functioning of staff personnel determine whether the monitoring function is identical, complementary or separate from other systems and program operations.

A MONITORING PLAN

An application of the procedures indicated above can be both useful and informative. The monitoring plan presented in this section incorporates the basic phases identified as necessary to staff development such as:

I. Organizing and coordinating staff development activities

II. Conducting the needs assessment

III. Developing statements of goals and objectives

IV. Selecting educational improvement activities

V. Determining the competencies of the target personnel

VI. Conducting regular evaluation

VII. Implementing the program

A brief summary of each of these phases is included below and precedes the items in the monitoring plan. Each item incorporates a suggested task in staff development along with a four step scale that indicates how far a school or school system has progressed in completing the determined task.

For example: The first task statement is:

A. Specific people and/or groups have been identified to coordinate the staff development project.

1. If this task statement is not applicable (NA) at this time or to the plan, the first scale point is checked,

NA	B	P	C
X			

2. If the task identified is just starting (B - Beginning) or is underway to a limited extent, the second scale point is checked,

NA	B	P	C
	X		

3. If the task is underway (P - in Process) but not yet completed, the third scale point is checked,

NA	B	P	C
		X	

4. If the task is completed (c), the fourth scale point is checked,

NA	B	P	C
			X

Obviously, the monitoring plan presented here does not include all the details of the procedures, responsibilities, and resources that a particular school or school system might use in the development and implementation of a staff development program. Rather, the proposed scheme provides general guidelines that can be followed as an initial effort, and subsequently rewritten by local districts into a comprehensive and developed task analysis that would include the necessary specified events, procedures, responsibilities, and performance standards.

Date_____

I. ORGANIZING AND COORDINATING STAFF DEVELOPMENT ACTIVITIES

A program for Staff Development requires an organizational plan and understanding by the related staff of the resources and procedures that facilitate the achievement of all program phases.

	NA	B	P	C
1. Specific people and/or groups have been identified to coordinate the staff development project.	—	—	—	—
2. A time schedule for the various staff development phases has been established.	—	—	—	—
3. Procedures have been determined for participation and involvement of all segments of the school community in the decision-making process for the assessment of educational needs.	—	—	—	—
4. Procedures have been determined for participation and involvement of all segments of the school community in the decision-making process for the identification and selection of goals and objectives.	—	—	—	—
5. Procedures have been determined for participation and involvement of all segments of the school community in the decision-making process for the selection of an educational improvement activity.	—	—	—	—
6. Procedures have been determined for the participation and involvement of all segments of the school community in the decision-making process required for the identification of staff competencies.	—	—	—	—
7. Procedures have been determined for participation and involvement of all segments of the school community in the decision-making process for the evaluation of the staff development program.	—	—	—	—
8. A communication network for the dissemination and collection of data and information has been developed.	—	—	—	—
9. Resources have been identified in the following areas:				
a. Materials for staff	—	—	—	—
b. Materials for students	—	—	—	—
c. Allocations of funds	—	—	—	—

Date_____

10. What is the overall progress to date:

    Comments:

11. Are there significant problems impeding the progress being made?

    Comments:

12. What help do you need?

    Comments:

Date_____

II. CONDUCTING THE NEEDS ASSESSMENT

The Staff Development Program is based on a comprehensive needs Assessment conducted for the purpose of gathering data regarding students, school(s), school personnel, and community relative to the conditions in the school system.

	NA	B	P	C
1. A time schedule for completion of the Needs Assessment has been established.	—	—	—	—
2. Consensus has been obtained regarding the procedures for the assessment of educational needs.	—	—	—	—
3. A determination of information to be collected has been made.	—	—	—	—
4. Procedures for collecting data are developed and written.	—	—	—	—
5. Needs Assessment information has been collected.	—	—	—	—
6. Information has been processed and analyzed.	—	—	—	—
7. Statements of need have been written.	—	—	—	—
8. What is the overall progress to date?	—	—	—	—

Comments:

9. Are there significant problems impeding the progress being made?

Comments:

10. What help do you need?

Comments:

Date_____

III. DEVELOPING STATEMENTS OF GOALS AND OBJECTIVES

The Staff Development program requires statements of goals and objectives which are based upon data and upon shared consultation with teachers, parents, students, and community members.

	NA	B	P	C
1. A time schedule has been made for the completion of goals assessing goals and writing objectives.	—	—	—	—
2. Consensus has been obtained regarding the procedures for the identification and selection of goals and objectives.	—	—	—	—
3. Instructional or system goals have been identified and written.	—	—	—	—
4. The method for ranking the goals has been determined.	—	—	—	—
5. A priority ranking of goals has been obtained.	—	—	—	—
6. The goals have been translated into program objectives.	—	—	—	—
7. Interim and/or enabling objectives have been written.	—	—	—	—
8. Performance objectives have been written.	—	—	—	—

9. What is the overall progress to date?

Comments:

10. Are there significant problems impeding the progress being made?

Comments:

11. What help do you need?

Comments:

Date_____

IV. SELECTING THE EDUCATIONAL IMPROVEMENT ACTIVITY

The Program for Staff Development requires a decision as to the appropriate educational improvement activity that meets goal(s) and objective(s) that have been developed.

	NA	B	P	C
1. The time schedule for selecting the educational improvement activity has been determined.	—	—	—	—
2. A consensus regarding the procedures to be followed has been obtained regarding the selection of the educational improvement activity.	—	—	—	—
3. The advantages and disadvantages of existing LEA programs have been considered.	—	—	—	—
4. An appropriate exemplary improvement program has been located from the literature, as it exists in other LEA's, or has been locally developed.	—	—	—	—
5. Consideration has been given to the advantages and disadvantages of improvement activities under consideration that includes such concerns as compatibility with existing programs, financial cost, time and space requirements, etc.	—	—	—	—
6. The educational improvement activity most appropriate to the developed objectives and constraints within the systems has been selected.	—	—	—	—
7. The adoption/adaptation process for the improvement program has been determined including such activities as organization for implementation, identification of resources for training and the evaluation.	—	—	—	—
8. A training program has been planned for those who will direct and implement the proposed program.	—	—	—	—

9. What is the overall progress to date?

   Comments:

10. Are there significant problems impeding the progress being made?

    Comments:

Date_____

11. What help do you need?

Comments:

Date _____

V. DETERMINING THE COMPETENCIES OF THE TARGET EDUCATIONAL PERSONNEL

The Staff Development program recognizes that knowledge, skills and attitudes of staff are essential to the implementation and operation of the improvement activity.

	NA	B	P	C
1. The time schedule has been determined for identifying staff competencies.	—	—	—	—
2. Consensus has been obtained on procedures for identifying staff competencies.	—	—	—	—
3. The specification and categorization of the critical competencies needed (knowledges, skills, and attitudes) for the improvement programs have been achieved.	—	—	—	—
4. The critical knowledges, skills, and attitudes of the target staff have been determined.	—	—	—	—
5. The knowledges required to implement and operate the improvement program have been specified.	—	—	—	—
6. The skills needed to implement and operate the improvement program have been specified.	—	—	—	—
7. The attitudes needed to implement and operate the improvement program have been specified.	—	—	—	—
8. The specified training for professional growth and competency attainment has been established including in-service activities, schedule of activities, personnel involved, materials required etc.	—	—	—	—
9. Plans have been made for visitation, workshop experience, course and consultant help that will be required.	—	—	—	—

10. What is the overall progress to date?

Comments:

11. Are there significant problems impeding the progress being made?

Comments:

Date _____

12. What help do you need?

Comments:

Date _____

VI. CONDUCTING REGULAR EVALUATION

The evaluation process is concerned with intermediate and terminal outcomes; also the use of data in the decision-making, reporting, and feedback procedures as they relate to all phases of the program.

	NA	B	P	C
1. The time schedule for completing the evaluation activities has been determined.	—	—	—	—
2. Concensus on the necessary evaluation procedures has been obtained.	—	—	—	—
3. Information sources have been identified. (They include such items as student Target population, representation, and sampling procedure).	—	—	—	—
4. Data collection devices have been specified. (They include operational items for criterion variables, such as a test plan for achievement test and/or interview schedules, observation instruments or process, and questionnaires for personal interaction).	—	—	—	—
5. Conditions for data collection have been specified. (They include such items as an established time schedule, designated personnel responsibilities, and an orientation and climate for the administration of the data collection devices).	—	—	—	—
6. The unit of analysis has been determined. (They include such items as the individual, classroom or group, grade level, school, or district to be assessed).	—	—	—	—
7. The method for data analysis has been specified. (This includes such considerations as frequency distributions, summary statistics, percentages, means, medians, and the like).	—	—	—	—
8. The necessary personnel and facilities for the evaluation have been specified. (These are such items as equipment, space, and personnel needs for the analysis).	—	—	—	—

Date_____

	NA	B	P	C
9. The feedback and reporting audience has been identified. (This includes audience(s) identified to receive information and data--those persons who are to receive the evaluative data such as--students, teachers, Superintendents, Board, Project Director, supervisors, citizens, and others).	—	—	—	—
10. The mode of reporting has been specified. (This includes such means as oral or written presentations, speeches, public meetings, reports, news releases, year-end reports).	—	—	—	—
11. The timing and frequency of the reports has been specified.	—	—	—	—

12. What is the overall progress to date?

    Comments:

13. Are there significant problems impeding the progress being made to date?

    Comments:

14. What help do you need?

    Comments:

Date _____

VII. IMPLEMENTING THE PROGRAM

The implementation of a staff development program depends upon the quality of the planning and the preparations that have preceded the actual operation of the program. Continuous refinement and expansion of the procedures, structure, and evaluation components are essential.

	NA	B	P	C
1. The time-table for achieving full program operation has been established. Each program objective has been translated into a plan for operation.	—	—	—	—
2. Procedures have been established for receiving and transmitting communication to and from every representative group within and outside the school system.	—	—	—	—
3. A procedure has been established for the continuous involvement of the staff in the implementation of the program.	—	—	—	—
4. A procedure has been established to account for the resources, materials, and funds used in the program operation.	—	—	—	—
5. The design and method have been established for the continuous as well as the terminal assessment of the program.	—	—	—	—
6. Staff duties and/or responsibilities have been delineated for central office, project manager(s), administrators, teachers, and other staff personnel.	—	—	—	—
7. A commitment has been obtained from school personnel directly responsible for program implementation and operation, and from the Board and Administration.	—	—	—	—
8. Procedures have been established to make the necessary adjustments in staff assignments, student schedules, budget, and school policies.	—	—	—	—
9. Field testing, simulations review panels or other pilot efforts have been made to indicate likely problems and desirable revisions.	—	—	—	—

	NA	B	P	C
10. A clear relationship has been established between the project activity and the ongoing programs of the system.	—	—	—	—
11. What is the overall progress to date?	—	—	—	—
12. Are there significant problems impeding the progress being made?	—	—	—	—

13. What help do you need?

Comments:

Date_____

IMPLEMENTING (continued)

Once the program is in operation, its adequacy, terminal and cumulative outputs need to be scrutinized; thus monitoring continues. It is impossible to detail the sequence of tasks in the operational program, but a few suggested queries which can be answered YES or NO may be helpful.

1. Have the objectives been properly related to the necessary learning tasks?

   Yes____ No____

   Comments:

2. Do the learning tasks identify the basic gains that have to be made if the learners are to achieve the state program objectives?

   Yes____ No____

   Comments:

3. Are there a large number of tasks that do not directly contribute to the attainment of the specific program objectives?

   Yes____ No____

   Comments:

4. Are you satisfied that the basic functions and procedures needed to accomplish the learning tasks have been designated?

   Yes____ No____

   Comments:

5. In your estimation, are there adequate facilities, materials, and funds?

   Yes____ No____

   Comments:

Date_____

6. Are you satisfied with the designated feedback and reporting efforts to keep everyone informed of the progress being made toward program objectives?

Yes___ No___

Comments:

7. Are there many necessary realignments of duties and responsibilities for the program to operate smoothly?

Yes___ No___

Comments:

8. Are staff members in departments and/or grade levels cooperating and working effectively?

Yes___ No___

Comments:

9. Are there signficant problems impeding the progress being made?

Yes___ No___

Comments:

10. Are there records being kept of the overall progress?

Yes___ No___

Comments:

11. What help do you need?

Yes___ No___

Comments:

As the project matures and runs its course, the data collected and the decisions made will facilitate the summative evaluation. This will be a judgment made as to the impact, efficiency and adequacy of the total project. If the monitoring plan is used, each relevant items can be supported by documents (minutes, plans, reports); selected items can be researched in more detail using questionnaires, tests and other instruments. In many instances, action will have been taken to change the situation, materials, leadership, organization or activities, and these can also be indicated. Together, these data provide invaluable resources for program evaluation. These summative statements are useful for establishing base line data regarding, students, staff, organization and procedures that will be helpful in regard to subsequent projects, and for making decisions as to the best procedures and techniques to employ in future programs. In this way each project builds a foundation of processes and products. These are essential to establish new objectives and new improvement efforts.

SECTION IV

USING INCREASINGLY SPECIFIC OBJECTIVES AND SYSTEM COMPONENTS TO DEVELOP COMPREHENSIVE EDUCATIONAL PLANS FOR STAFF DEVELOPMENT

USING INCREASINGLY SPECIFIC OBJECTIVES AND SYSTEM COMPONENTS TO DEVELOP COMPREHENSIVE EDUCATIONAL PLANS FOR STAFF DEVELOPMENT

In the fall of 1973 the Georgia Department of Education instituted a series of events designed to improve staff development activities and learner gain. These events included one-day regional drive-in conferences conducted by State Department personnel and three regional conferences staffed by the State Department and University of Georgia persons. Related assists were a number of publications from the SDE, especially a Resource Guide for Staff Development, and the provision for technical assistance by CESA, university and State Department persons. Funding was made available from a number of program areas including Title III, Grant-in-Aid, vocational and other sources.

As a result of these efforts, 148 school districts submitted plans for the improvement of staff competencies required for the implementation of a variety of educational programs. In a majority of cases the submitted plans followed the Georgia model for staff development. The six steps of the model were given attention in varying degrees. For example, in some cases a plan would have a very adequate needs assessment component but be somewhat lacking in the staff development or administrative support components. In other plans all components except the needs assessment might be well developed. As anticipated, there were varying degrees of quality among the elements of the plan. One problem was the gap between identified learner needs and the consequent instructional program, and the plan for the development of the staff competencies that would be required to implement the project.

Upon analysis, it appeared that this gap was critical. If all the essential elements of any comprehensive educational plan are considered, it is evident that adequate attention must be given to all the elements necessary for a comprehensive plan. The following matrix suggests one way to illustrate this situation. On the matrix, the horizontal axis lists the six components of the Georgia staff development model. The vertical axis lists the elements essential to a comprehensive educational plan. Included by an x on the matrix are those areas where the present state model focuses major attention.

FIGURE 1-EMPHASES IN GEORGIA MODEL FOR STAFF DEVELOPMENT

State Model-Essential Elements	Needs	Identified Program	Staff Competencies	Program Implementation	Administrative Support	Evaluation
A. Student	X					X
B. Staff			X	X		X
C. Curriculum		X				
D. Resources						
E. Management					X	X

From an examination of the indicators on the matrix it was evident that the present State model did not require that adequate attention be given to all the essential elements of a comprehensive educational plan. Likewise, once student needs were identified, they became the criteria for the selection of an educational improvement program and a number of other planning decisions. This resulted in a planning gap because there was no transition step or process suggested. From these and other problems, three recommendations have emerged:

1 - Provide for more assistance in comprehensive planning through publications, technical assistance, seminars and other possibilities.

2 - Provide in the plan, or otherwise, for the development of objectives that can be used as criteria and planning statements for activities, evaluation, support and other requirements.

3 - Recommend the use of various levels of objectives that make possible the delineations of purpose and the responsibilities of both the school district and individuals in the development and implementation of the plan.

In regard to these recommendations the following matrix is proposed for study purposes. It is intended to facilitate a review of (1) variables essential for a comprehensive plan, (2) the relationship to goals and objectives, (3) various program levels or degrees of specificity. In the planning matrix the horizontal axis is composed of four possible levels of objectives, moving from general goal statements to performance objectives. The vertical axis lists program components that have been suggested by the State Department of Education as critical to any comprehensive educational plan. These include students, staff, curriculum or program, resources and management.

FIGURE 2 - PROGRAM COMPONENTS AND LEVELS OF OBJECTIVES

PROGRAM COMPONENTS	Goals	Program Objectives	Interim or Enabling Objectives	Instructional or Performance Objectives
Students				
Staff				
Curriculum				
Resources				
Management				

The following definitions may help to clarify the items included in the recommendations and Figure 2. The various levels of objectives listed as the horizontal axis include considerations that include the degree of specificity, the delineation of responsibility, the portion of the total system that is involved and the time requirements. These differences are as follows:

1-Goal:

A statement of desired outcome that provides a general direction for a program, does not require accomplishment during a given time period and does not indicate how achievement will be measured; applies to the total experience and does not delineate areas of responsibility.

2-Program Objectives:

A statement of desired outcome implying general performance to be accomplished during a specific period of time. Broad areas of responsibility are indicated.

3- Interim or Enabling Objective:

A statement of observable outcome that focuses attention upon a specific area or task. Areas of responsibilities are clearly delineated but the performance that is indicated can be applied to many related situations.

4-Instructional, or Performance Objective:

A statement of specific intent that clearly identifies observable outcome including an indication of the conditions imposed, the outcomes in terms of a person's actual performance and an indication of the criteria that will be employed to determine achievement. In learning situations these statements have test-item equalivence.

The vertical axis is composed of the essential components of any comprehensive educational program. Unlike the various levels of objectives these

components do not differ with regard to any specific variable. Each component contained on the vertical axis is described below:

1-Students:

This component refers to the general, implied or specified learner outcomes that are the basic intent of the proposed educational program.

2-Staff:

This component refers to all educational personnel that will be involved in the plan and includes a description of the selection process employed; the procedures required for development of necessary competencies and the delineation of specific competencies required for successful implementation of the proposed plan.

3-Curriculum:

This component refers to the general or specific learning experiences that will be provided by the proposed plan. It includes a description of both the content and instructional strategies that will be employed in implementing the plan.

4-Resources:

This component refers to the materials, texts, media and physical facilities that will provide the necessary support for the successful implementation of the proposed plan.

5-Management:

This component refers to the policy, leadership and budgetary provisions that will be necessary for successful implementation of the proposed plan. It may also include a description of the monitoring and evaluation procedures to be employed.

How the Matrix Can Be Employed

Through use of the proposed matrix it becomes possible for educational planners to obtain a more complete view of the entire system. Such a view is essential for comprehensive educational planning. For example, the current state plan suggests that systems base their staff development on identified student needs, but needs do not arise only from students. The staff, curriculum, resource and management components also contribute to a system's needs. In order to obtain a more accurate picture of the total system needs all components of the program must be considered. Such a consideration results in the identification of areas of weaknesses, strengths and relationships that are essential for effective, comprehensive educational planning.

Once the needs for the total system have been identified planners have the task of developing goals. Here again, attention must be given to all components. As student goals are defined, goals for all other components must also be developed because all are pieces of the same system and are, therefore, interrelated.

Once the goals for each component of the program have been delineated, the basic parameters for the proposed innovation are established. What follows is the task of spinning-out each goal contained within each component into increasing levels of specificity by employing the three remaining levels of objectives that we have been suggested. Student, staff, curricular, resource, and management goals can be refined into program, enabling and performance objectives as the following example illustrates.

An Example Utilizing the Proposed Matrix

This example is provided to demonstrate how a simultaneous consideration of all program components and levels of objectives can be utilized to develop a comprehensive educational plan.

In the example, the existing situation and related goals for each component of an elementary science program have been delineated. In addition, program objectives and examples of enabling and performance objectives for the staff component have been developed.

Figure 3 indicates those areas that have been developed for this example as well as the steps that will be followed in the narrative describing the example.

FIGURE 3 - AREAS OF EACH PROGRAM COMPONENT DEVELOPED FOR ELEMENTARY SCIENCE EXAMPLE

		LEVELS OF OBJECTIVES			
PROGRAM COMPONENT	EXISTING SITUATION	GOALS	PROGRAM OBJECTIVES	ENABELING OBJECTIVES	INSTRUCTIONAL OBJECTIVES
Students				Step 4	Step 5
Staff			Step 3		
Curriculum	Step 1	Step 2			
Resources					
Management					

Step 1 Use of the Matrix to Examine the Existing Situation

Comprehensive educational planning generally begins with an identification of needs. As the present State plan indicates, needs are defined as any discrepancy between desired levels of achievement and the current situation. Therefore, a need cannot be identified until the existing situation has been clearly defined.

For planning purposes it may be helpful initially to set aside the task of developing statements of need and instead focus on data relating to the existing situation. Once an accurate picture of the status-quo or existing situation is determined, characteristics of the ideal situation can be developed and statements of system goals can be produced. This procedure streamlines the process of getting from the existing situation to goal statements.

Data employed in determining the existing situation can come from a variety of sources and can include general feelings as well as specific facts. It is usually desirable to document or indicate specific sources for the data presented. With specific facts, documentation is relatively easy; for example, when standardized test scores, drop-out or attendance figures are available.

General feelings are more difficult to document. However, educators often "know" some basic weaknesses of their system but may be unable to quantify this knowledge. When dealing with "felt needs" it is extremely important for planners to consider all system components because certain system needs are more likely to surface in specific aspects of the program.

In the illustration that follows it is proposed that an examination of each component in terms of the existing situation indicated a re-occuring theme or basic shortcoming of the program. In the elementary science program for example there was little opportunity for learners to become actively involved in their own learning. This became evident only because all elements of the total program and all system components were examined. Each component area revealed the following in regard to the elementary science program:

A. Students (component 1):
   1. take little responsibility for their own learning
   2. have a negative attitude toward learning
   3. are exposed to primarily passive learning experiences
   4. cannot read science textbooks with comprehension
   5. find little in science program to meet individual needs, interests and abilities.

B. Staff (component 2):
   1. lack background or skills for teaching science
   2. are unable to utilize existing material and equipment

3. lack skills for giving attention to a variety of interests, needs and abilities
4. show no incentive to change existing practices

C. Curriculum (component 3):

1. lacks coordination between and within levels
2. is textbook and content-centered
3. gives little attention to environmental education or metric system
4. science area not included in standardized testing program

D. Resources (component 4):

1. limited materials and equipment in classrooms or library
2. ineffective utilization of resources available

E. Management (component 5):

1. children grouped by I.Q. and grade level; no provisions for changing groups
2. self-contained classrooms with little sharing among teachers
3. no opportunity for staff planning
4. no evident leadership to improve the program

Step 2 Use of the Matrix to Assist in Determining Goals.

After the existing situation has been clearly identified, goals could then be developed. The existing situation indicated those areas that required improvement. Goal setting became essentially a determination of what "needs" should be given attention. It was clear that a consideration of all components was essential for goal development. In order to meet the needs or improve the situation in the student component, certain things required changes in the other components.

In response to the analysis of the status-quo described above, the following Goals for each component of the elementary science program were proposed:

A. Students (component 1)

All students in the elementary science program will:

1. develop responsibility for their own learning
2. develop a positive attitude toward learning through success-oriented activities
3. be involved in active, rather than passive, learning
4. be given instruction in reading and comprehending science materials
5. experience learning activities consistent with individual needs, interests and abilities

B. Staff (component 2)

All staff associated with the elementary science program will:

1. develop specific skills required for teaching process-oriented science including use of materials and resources
2. provide a classroom environment that encourages the development of a positive attitude toward learning and stimulates student inquiry
3. develop competencies required for implementation of active and inquiry learning; leadership and training will be provided
4. be able to shift responsibility for learning to the learner
5. design learning experiences consistant with individual needs, interests and abilities

C. Curriculum (component 3)

1. be reorganized within and between existing levels
2. become less textbook-centered by the addition of improved resources and materials and a process orientation

3. be strengthened with regard to environmental education and the metric system
4. appropriate evaluative measures will be developed

D. Resources (component 3)

The resources for the elementary science program will be:

1. improved on basis of specific recommendations from staff
2. better utilized by staff and students

E. Management (component 3)

The administration for the elementary science program will:

1. encourage grouping of learners by instructional levels related to individual needs, interests and abilities
2. support development of necessary staff competencies, including time to plan
3. encourage development of a process-oriented science program
4. assist in the coordination of science curriculum within and between levels

Step 3 Using the Matrix to Develop Program Objectives

Because goals are essentially statements of general direction and of little value in specifying tasks and delegating responsibility, it was necessary to develop more specific statements of intent. The matrix (Figure 2) proposed three additional stages. These are indicated as steps 3-5 in this illustration. These steps are essential to make the transition from statements of general direction (goals) to statements of specific performance (instructional objectives).

The first of these last three steps is the delineation of program objectives. During this step the goals for each component are expanded and refined in more specific terms that also include broad areas of responsibility.

Since there is a considerable expansion that begins at the program objective level, only the goals within the staff component are being considered for purposes of this illustration. A similar process could be followed for goals contained within other four program components.

Developing Program Objectives for the Staff Component Area

In order to accomplish the staff goals presented above, the following program objectives for elementary science teachers are proposed. As indicated, these illustrate an expansion of only one component area at the Program Objective level.

1. Competencies Related to Process Skills (teaching):

   a. Elementary school teachers will be able to employ and instruct students in the utilization of the following process skills:

      observing, classifying, predicting, inferring, measuring, identifying variables, constructing a table of data, constructing a graph, describing relationships between variables, acquiring and processing data, analyzing investigations, constructing hypothesis, designing investigations, experimenting, constructing operational definitions.

2. Teacher competencies related to the classroom environment: Elementary Science teachers will be able to provide a classroom environment that has the following characteristics:

   a. freedom to explore

   b. time to explore

   c. use and acceptance of student input

   d. lesser concern for closure

   e. opportunity for success experiences

3. Teacher competencies related to specific inquiry-oriented instructional techniques: Elementary Science teachers will be able to implement the following instructional techniques in their classrooms.

a. higher-level questioning strategies

b. alternative strategies for sequencing instruction

c. alternative strategies for evaluation of student progress

4. Teacher competencies related to self-paced or self-directed study:
Elementary Science teachers will be able to utilize the following self-instructional techniques in their classrooms.

a. learning centers

b. student contracts

c. learning packets

5. Curriculum Development
In addition to the development of the teacher competencies mentioned above, the following activities are suggested:

a. the development of a co-ordinated elementary science program

b. the identification and cataloging of local resources available for science education

c. the delineation of specific recommendations for the acquisitions of necessary materials and equipment

Step 4 Using the Matrix to Develop Enabling Objectives

With the delineation of program objectives educational planners have established specific areas of responsibility. Personnel within each component are now aware of the part they will play in achieving total program goals.

Program objectives may be presented to specific tasks groups of consultants to provide parameters within which enabling and instructional objectives can be developed. This procedure provides for increased specificity and avoids unnecessary duplication.

As indicated earlier, because of the tremendous expansion that begins at the program objectives level and continues in the enabling and instructional

objective levels, only one Program Objective contained within the Staff Component area is being considered for purposes of this illustration. This is a further focusing process; a similar process could be followed for Program Objectives contained within other components.

The following diagram (figure 4) illustrates the expansion and increased specificity that can occur for one staff program objective in the enabling and instructional objective levels.

FIGURE 4 - SELECTED ITEMS FOR DEVELOPMENT AT DIFFERENT LEVELS OF OBJECTIVES

STAFF COMPONENT

PROGRAM OBJECTIVES	ENABLING OBJECTIVES	INSTRUCTIONAL OBJECTIVES
1.	1. Question Classification Systems	1.1
2.		1.2 -indicate similarities and differences between specific question classification systems
3. Inquiry Techniques		
a. Question Asking		1.3
b. Sequencing Instruction	2. Categorizing Questions	2.1-classify a list of questions employing a classification system
c. Evaluation		2.2
4.		2.3
5.	3. Rewriting Questions	3.1
		3.2
		3.3-rewrite a cognitive memory question as a divergent question

Examples of Enabling Objectives (Program level 3 in Figure 4) that relate to one facet of inquiry-oriented instructional techniques are those specific teacher competencies required for asking higher level questions (3.a of staff Program level objectives). Selected examples of specific teacher competencies (staff Enabling objectives) required for development of questioning strategies are:

1. All teachers will be able to indicate similarities and differences between various systems for classifying questions
2. All teachers will be able to categorize questions according to the level of thinking that is stimulated by the questions
3. All teachers will be able to rewrite questions so that they will stimulate a different level of thinking

Step 5 Using the Matrix to Develop Instructional Objectives

For purposes of evaluation and accountability it is necessary that specific criteria for measuring achievement be delineated. In order to meet this requirement, it is necessary that each Enabling objectives (see step 4) be further refined into more specific instructional objectives; an illustration of this process follows. As defined, instructional objectives provide insight into the type of performance expected at the classroom level and relate to usually only one lesson or activity.

Some examples of instructional objectives that relate to higher-level questioning strategies are indicated below. Enabling objectives contained within other components could be expanded in a similar manner.

1. Question Classification Systems

   1.2 Participants will be able to list three differences between the Sanders and Aschner-Gallagher systems for classifying questions.

2. Categorizing Questions:

   2.1 Using one of five classification systems that participants will be able to classify a list of 20 questions with 80% accuracy.

3. Rewriting Questions:

   3.3 Given a question designed to stimulate cognitive-memory the participant will rewrite the question so that it will stimulate divergent thinking as defined.

Conclusion

Investigations of educational innovations over the last ten or fifteen years indicate that the success of a particular innovation depends to a large extent upon the degree of support given to the change. Many worthwhile projects failed because they did not receive total system support or adequate consideration in the planning and implementing.

In response to this experience the Georgia Department of Education devised procedures to assist Georgia school systems in planning the support required for the successful implementation of improvement programs. A major focus of the Georgia plan has been the requirement to delineate the instructional or teacher competencies required for the successful implementation of a particular program. While development of appropriate teacher competencies is very necessary, there are other areas of leadership and administrative support that should also be considered.

Through the utilization of the proposed two-dimensional matrix it becomes possible for educational planners to (1) examine the existing situation and (2) develop the necessary goals in terms of individual system components that provide insight into the total system support required for the successful implementation of the proposed program. Once the major types of system components the first step of a comprehensive educational plan is completed.

Following the delineation of system components,(3) it is necessary that each goal within each component be expanded and refined into increasing levels of specificity. To assist in this process the proposed matrix suggests three levels of objectives (and three additional steps) that educational planners could follow to move from general to specific statements of performance required by each system component. This process of delineating increasing levels of specificity through a consideration of levels of objective within each program component has certain advantages. For example, the process assists planners in clarifying and delegating specific roles or responsibility that must be assumed for the program to be a success. In addition, an indication is made as to how individual performance will be measured and how total program effects will be assessed.

In the example provided, an illustration was made of how the matrix could be used in developing a comprehensive educational plan for improving an elementary science program. Because of space limitations only one component of the elementary science program was refined and developed to any extent with regard to levels of objectives. Ideally, similar expansion should have occurred for other components.

To assist the reader in transfering the ideas presented to other situations some additional outlines of comprehensive educational plans employing a consideration of essential system components and levels of objectives follow as figures five and six. Hopefully these outlines will provide the reader with an understanding of the relationships that exist between system components and levels of objectives for a variety of possible educational changes desired to result in improved learner gain and related staff competencies.

FIGURE 5 - OPEN EDUCATION: PROGRAM COMPONENTS AND LEVELS OF OBJECTIVES

Program Components	LEVELS OF OBJECTIVES			
	Goals	Program Objectives	Interim or Enabling Objective	Instructional or Performance Objectives
Students	Plans and policies essential to mastery of basic skills in use of words and numbers by learners	Student will demonstrates skill in reading comprehension	Student uses reading skills to understand written directions for science activities	Students use written instructions to successfuuly construct a balance that measures to the nearest gram
Staff	Facilitate the development of basic skills in the use of words and numbers	Teachers will aid students in the development of reading comprehension in all disciplines	Teacher asks student to rephrase sections of written directions for science activities in his own words	Teacher prepares written direction for balance construction and observed student performance
Curriculum	Includes an interdisciplinary approach to the teaching of words and numbers	The development of reading comprehension will be an ongoing objective for all subject areas within the school, will be explicitly included in curriculum materials	Following written directions for science activities in appropriate curriculum areas	Construction of a balance from written instructions
Resources	Provide instructional materials that provide an interdisciplinary approach to the teaching of words and numbers	Materials provides to assist the development of skills in reading comprehension in all subject areas	Instructions provide for science activities written at level appropriate for individual students	Materials provided for balance construction, i.e., weights, beam, pans, as well as written instructions
Management	Commitment to an interdisciplinary approach to the teaching of words and numbers. Schedule of activities essential to delivery of goals and objectives	Delegate responsibility for the development of reading comprehension to all subject area specialists. Provide personnel and schedule	Provide opportunities for skill development in reading instruction for science teachers	-Monitor student and teacher performance -Record observed performance -Recyle evaluation information, provide feedback to interested audiences

FIGURE 6 - READING COMPREHENSION: COMPONENTS AND LEVELS OF OBJECTIVES

Program Components	LEVELS OF OBJECTIVES			
	Goals	Program Objectives	Interim or Enabling Objectives	Instructional or Performance Objectives
Students	Students will experience an open learning environment	Students will accept responsibility for their own learning	Students will experience self-directed study based upon student contracts developed by themselves	Student will design a contract to guide his investigation of the use of natural resources for energy production
Staff	Staff will provide transition from a closed to an open learning environment	Teachers will relinquish responsibility for learning to individual students	Provide learner with assistance in self-directed study through the planning implementation and evaluation of student contracts	Teachers will provide assistance to student developing contract to guide his investigation of the use of natural resources for energy production
Curriculum	Curriculum will focus on needs, interests and abilities of individual learners	Independent study designed to fit individual learner needs, interests and abilities	Student will select a problem area relevant to him and design a contract to guide his investigation of this problem area	Use of natural resources in the production of energy
Resources	Resources will be related to needs, interests and abilities of individual learners	Student will assume major responsibility for accumulation and production of resource materials	Student will gather or produce materials related to his problem area and construct a "resource box"	Student will assemble resource material relevant to the use of natural resources in the production of energy
Management	Management will provide - Total commitment to transition to an open learning environment -Communication with school board, parent and community about transition	-Provide support to students and staff re student responsibility for own learning -Make all resources available to students and staff -Provide training activities for target staff -Establish evaluative measures	-Allow students to experience self-directed study -Provide teachers with opportunity to develop skills necessary for implementation of self-directed study	-Record student's development of contract to guide his investigation of using natural resources for energy production -Monitor teacher performance

SECTION V

VISUALIZING A STAFF DEVELOPMENT PLAN

VISUALIZING A STAFF DEVELOPMENT PLAN

Staff development is a complex but necessary professional responsibility. It is a way of relating learner and curriculum needs to staff competencies and program development. It requires the translation of deficiencies into program objectives that are affirmative and generative. Staff development focuses attention upon the delivery capabilities of all instructional personnel--administrators, supervisors, teachers and other support persons. It targets the learners to be served and the related staff to be directly involved. In this connection, the proposed outline indicates a possible departure point for program planning to be used by the local district in building its own structure.

The visual summary lists critical events that need to be achieved in order to institute a qualitative staff development program. The emphasis is upon management tasks and their relationship to program and evaluation. Formative evaluation refers to those assessments that are made as the project moves along; they are designed to develop a data base for the summative evaluation and to assist leadership persons in making the necessary decisions and changes. Monitoring involves the collection of process and achievement data that, along with the formative evaluation, provide necessary information for management. Summative evaluation utilizes these en-route data, as well as other information collected in order to provide a means for valuing the total impact of the program, and for establishing a base for subsequent program developments.

One intent is to suggest a flexible and tentative framework within which other critical events can be inserted as needed by the local district,

without having to reconstruct the total network. The items are spaced in intervals of two (1, 3, 5, etc.) so that in a particular situation, it is relatively simple to make the revisions that will be necessary to accomodate local conditions. One obvious alternative is to eliminate those events that are not essential to the plan. As a further assist to understanding, events are structured into three lines to provide easier analysis of management, program and evaluation responsibilities. The top line proposes management responsibilities; the center line includes basic program activities; the bottom line refers primarily to evaluation tasks.

Another purpose is to develop an outline of events that provides a structure for developing specific approaches, instruments and processes that are essential. By establishing a generalized plan, arrangements can be made for technical assistance to help at critical points, or with those events that cannot be expeditiously managed by the local district. Likewise, advanced planning can be done with universities or regional agencies for needed course work, inservice activities, resource development or acquisition; and local decision-making regarding sequence, time frames, budgets, utilization of personnel, visitation, released time, interaction with curriculum councils, the community and similar considerations.

Successful projects already conducted by the school system, professional literature and research can be utilized by relating those processes and products to the critical events that are indicated. Planning groups can assess the utility of these materials for their application to the proposed program. By viewing past achievements and impending program efforts, a

professional resource center can be established, and materials can be arranged in terms of particular events or program "lines"--as shown on the visual. Such resources can be developed into learning centers to be used in connection with all the staff development program efforts of the school district. Since many state and federal projects require a program approach, these centers and resources will provide a continuous and personalized approach for all staff renewal efforts.

Ongoing programs and assignments can be reviewed to relate the new projects with those that are already operating. Thus, the new effort need not be another add-on that intrudes rather than reinforces the priorities already in motion. In this connection, it will be necessary to supplement or rephrase the listed events so that the tasks and timing are shown to be compatible with established procedures.

The skeletal plan provides the base for other necessary considerations. For example, cost estimates can be made regarding agreed-upon activities. The necessary policy, budget and personnel decisions can be determined. The overall plan can be communicated to persons within the system to suggest the major landmarks and occurrences that can be anticipated. Likewise, parents and community agencies can be informed and involved.

Many sub-events may be required to achieve the listed landmarks since they will necessitate many logistical arrangements regarding time, place, personnel, intent and impact. For example, it is highly unlikely that implementation of the staff development objectives and activities (item 47) would be a single event. It is more likely that it would be a series of workshops, course meetings, conferences, etc. Therefore, the listing is

useful as an indication of placement and sequence, but it is only a placeholder for the many transactions that will occur as "program".

It should be expected that any plan will need to be revised as it moves along. Therefore, the specifics regarding time, cost and other details will modify the original structure or sequence. It is the function of management, working closely with those who are involved and affected, to make and communicate these decisions regarding changes. Since the suggested structure is developmental rather than time-bound, it becomes the responsibility of the local district to propose its own calendar. This can be done by adding vertical lines (time intervals) to the visualized plan or by assigning an achievement date to each event.

Finally, the proposed events also suggest leadership competencies. Each major task assumes the ability to manage a number of responsibilities. For example, to complete a learner needs assessment (events 9-15) some of the following competencies (and tasks) would be involved.

(1) Conceptualize the components to be included in the needs assessment.

(2) Determine long and short range goals as they relate to the proposed project and ongoing programs.

(3) Investigate and propose alternative designs for doing the needs assessment.

(4) Establish procedures for initiating the climate (or climate analysis) for a needs assessment.

(5) Design the needs assessment for the local district that is compatible with the resources, personnel and overall objectives.

(6) Implement the design, involving persons and agencies as needed or appropriate.

(7) Collect and analyze the needs assessment data.

(8) Prioritize the needs in accordance with the criteria for needs determination and the processes, persons and agencies who were involved.

These tasks relate to events as given on the visual plan. By analyzing the responsibilities and data required, it becomes possible to develop an accountability design, to provide a system for communicating what is to transpire, and to clarify commitments in regard to specific outcomes.

Once events are determined and delineated in regard to the specifics that relate to them, it is then possible to evaluate each event. Since each event has its own profile (with objectives, means, personnel, transactions and logistics), selected profile elements can be reviewed for their adequacy, process, achievement, feeling and impact. These data assist with the monitoring responsibility--to facilitate planning, decision-making and record keeping. They provide critical inputs to the formative evaluation and, subsequently, the summative evaluation. Whether the evaluative measures focus upon individuals, outcomes, arrangements, processes or impact upon learners, or combinations of these elements, is an important management decision.

There are many other possibilities, many other considerations. As a beginning agenda, the proposed network enables the district to involve appropriate persons and processes in accordance with their responsibilities, their expertise and their commitments. District goals can be translated into individual and group objectives. This process would include a restructuring of the plan, not imposing it. No imported plan can include all the variables or constraints unique to a particular school system. The school system's

style and resources will be reflected in the way desired outcomes are processed. No plan is a panacea or a substitute for rethinking what needs to be done. But without a plan, events become turbulence, not achievement. A good plan provides an index to the responsiveness of the school district, the competencies of its professionals and their commitments to learners.

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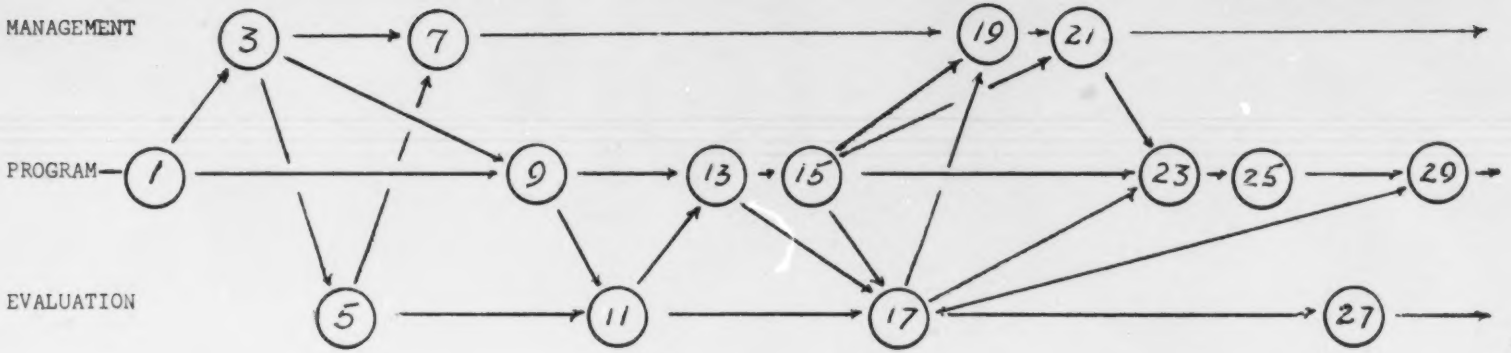
VISUALIZING A STAFF DEVELOPMENT PLAN



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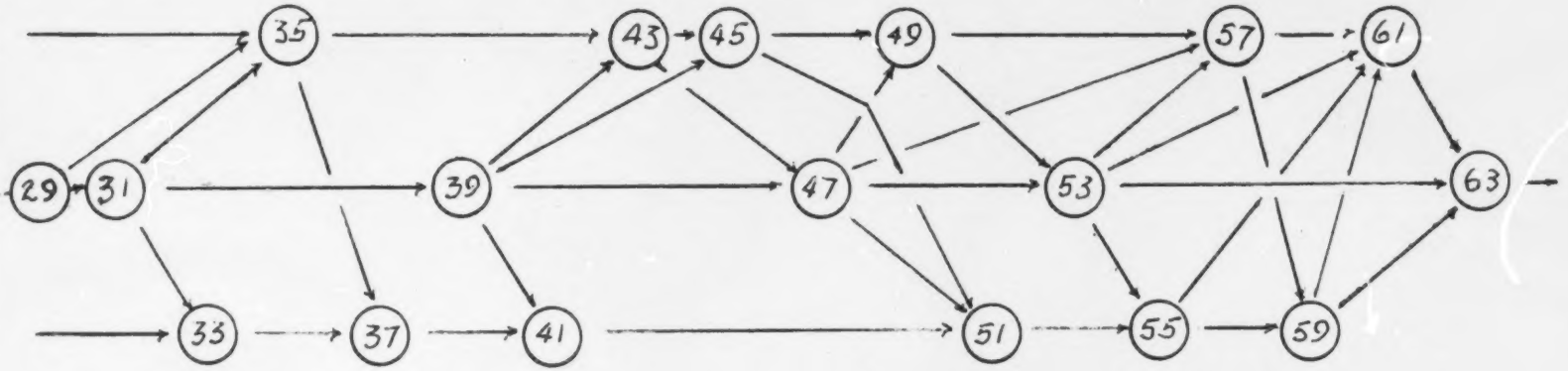

CRITICAL EVENTS IN ESTABLISHING AN EDUCATIONAL IMPROVEMENT PROGRAM AND RELATED STAFF DEVELOPMENT:
(with emphasis on management responsibilities and evaluation)

1. Policy decision to initiate a staff development project.

3. Designate management (leadership) personnel; proposed budget, process guidelines and time frame for project, criteria to assess management achievements.

5. Design evaluative measures for leadership-management function; implement.

7. Begin monitoring and formative evaluation regarding leadership-management activities.

9. Determine strategy for learner needs assessment, e.g., use of (1) goal statements, (2) developed objectives, (3) test data, (4) problem census, (5) background socio-economic or other data; also, degree and nature of involvements.

11. Conduct learner needs assessment. Provide for continuing research capability.

13. Diagnose and prioritize identified learner needs; involve appropriate persons and processes.

15. State learner needs and priorities as established by formula, data and group process.

17. Collect baseline data regarding target learners, including use of needs assessment information; disseminate to involved persons.

19. Complete review of situation, including plans for proceeding; determine likely constraints, and resources available or needed.

21. Begin monitoring and formative evaluation re learner program objectives and activities.

23. Translate learner needs statement and baseline data into program objectives; use objectives as the criteria for program selection/development. Conduct feasibility study or program search.

25. Determine (from among studied alternatives) the educational improvement program that most nearly meets criteria and objectives regarding learner needs; adapt or develop necessary program elements and resource materials.

27. Design evaluative measures to assess developed program objectives and related activities for learners; implement.

29. State program objectives and related activities regarding staff development phase of project.

31. Determine staff competencies needed to deliver educational improvement objectives; also related materials and resources . State criteria or standards to be achieved.

33. Design evaluative measures to assess critical staff (teacher and leadership) competencies; implement.

35. Institute monitoring and formative evaluation regarding staff development objectives and activities.

37. Conduct assessment of needed staff competencies and/or selection of competent staff; collect baseline data re staff competencies (entry behaviors, background, readiness, etc.).

39. Determine objectives and criteria for support elements (administration, superivsion, services) that are necessary to initiate, implement and sustain the educational program.

41. Design evaluative measures to assess support elements and persons; implement.

43. Assign personnel and responsibilities; allocate resources; arrange logistics and support features regarding staff development activities.

45. Begin monitoring and formative evaluation regarding support elements.

47. Conduct staff development activities designed to meet objectives--course work, lab-simulation experiences, training, etc.

49. Assign personnel and responsibilities; allocate resources; arrange logistics for learner-program phase.

51. Conduct summative evaluation of staff development objectives, activities and impact-effectiveness-gain. Include needs assessment, formative and monitoring data.

53. Conduct-implement learner program activities designed to meet educational program objectives.

55. Conduct summative evaluation regarding learner program objectives, activities and impact-effectiveness-gain. Include needs assessment, formative and monitoring data.

57. Assemble management, achievement and support data for summative evaluation.

59. Conduct summative evaluation of leadership, management and support objectives, activities, impact-effectiveness-gain. Include formative and monitoring data.

61. Feedback results obtained from summative evaluation, including recommendations regarding needed or new program objectives for leadership, staff, learners, program resources; consolidate data as baseline behaviors, resources, achievements.

63. Determine nature, scope, involvement, processes, etc. for new program(s) based on staff competencies, support elements, learner gains, and related context and baseline data.

SECTION VI

STAFF DEVELOPMENT IN GEORGIA: A FIRST YEAR REPORT

STAFF DEVELOPMENT IN GEORGIA

A First Year Report

1973-74 school year saw the beginning of a concerted statewide staff development effort in Georgia. The State Department of Education encouraged school systems to become a part of this effort. One hundred forty-eight systems chose to participate in staff development. By May 1974, these local boards of educations had submitted plans for implementing a staff development plan in their district. These plans show what the local student needs are, what educational improvement programs can be initiated to meet these needs, what staff competencies are needed to institute such programs, which methods are best in providing the educational staff of the system with opportunities to obtain these competencies, what managerial support system exists in each system for overseeing the operation of the plan, and what methods will be used to evaluate the staff development effort.

This report is designed to illustrate what happened in Georgia during the first year of staff development. Part 1 contains statements by various school people dealing with their reactions to staff development thus far. Part 2 contains two sample plans, one process and one product. They are included as examples of the two types of plans submitted by local educational agencies. These plans will be preceded by suggested guidelines and critical questions which are intended to indicate points to consider when choosing either type of plan.

Part 3 contains an examination of the six major sections of the statewide plan. The examination will report the processes generally used and examples of products developed.

PART 1 - REPRESENTATIVE COMMENTS FROM PLANNERS

Several educators were interviewed concerning staff development. Below are a few of their comments.

A School Superintendent replied that the planning process initiated under staff development has allowed teachers to become a part of the decision making scheme. He went on to say,

> as teachers themselves become aware of and involved in a needs assessment process, they can see the need for it more than if it is imposed from the outside. I believe that teachers themselves have to be involved in the process of school administration; and the more you involve them you not only get better results, you get them quicker.

A Curriculum Director pointed out that involvement of lay persons on staff development steering committees caused the community to take a more active part in the schools. She said one community member indicated that soliciting the community's opinions on the direction the schools should take was only the first step. She believes that continuous involvement of lay people is essential to the success of the total school program.

A member of a county wide steering committee stated that this particular county had been interested in looking at its needs but did not do so until the State Department of Education, through staff development, mandated it. This has caused them to plan new ways to look at problems.

A county Curriculum Director saw system-wide commitment to making the actual staff development activities practical as the major benefit of participating in the program. In this particular system the local board decided to pay for teachers to take a credit workshop at no cost. The stipulation was that the participants commit themselves to trying out the techniques in their classrooms; when successful they were to share the techniques with their fellow teachers, both school and system-wide.

A CESA Director indicated that the involvement of teachers, administrators, parents and students in the planning of staff development was the greatest benefit derived from staff development. Never before have systems been required to plan this throughly when instituting new programs.

One system let the local Teacher Education and Professional Standards committee of the local professional organization conduct the needs assessment phase. The Assistant Superintendent for Instruction who was very pleased with their work said that this was the first time a local professional organization had done something this significant in support of the Board of Education and the instructional program.

PART 2 - ILLUSTRATIVE PLANS

A number of questions routinely surfaced in connection with decisions regarding the type of plan to be adopted (either process or product). The following are some points to consider based on the experience of a number of persons who performed a technical assistance role in helping systems with their planning.

Has the system done a thorough, systematic needs assessment? If the answer is yes, the system might consider a product plan. If needs have not been assessed, then a process plan is in order. By doing this later type of plan, the system would first devise ways to assess needs and then proceed accordingly.

After assessing needs, are the needs ranked in some priority order so educational improvement programs can be selected to meet these needs? If this is the case, proceed with a product plan. If not, and time does not remain to do an adequate job, choose a process plan and include this task as one of the activities.

Have educational improvement programs been investigated in enough depth to determine that a given installation would help meet priority needs? A yes answer means you are probably ready to do a product plan. A no indicates that the system should seriously consider doing a process plan.

After an educational improvement program has been selected does the system have adequate means for immediate installations? If the answer is no, then choose a process plan of the type illustrated.

Have competencies needed by the staff that is installing the educational improvement programs been defined, detailed and compared with the existing staff performances? If answer is yes, proceed with the plan. If the answer

is no, consider a plan whereby time is devoted to assessing staff (teachers and leadership) needs. This process plan would allow time to find out what competencies now exist, what competencies are needed to implement a given program and what is the difference between the two. This information could then be used to plan staff development activities for future years.

Are the competencies that have been defined related to the educational improvement program? If yes, proceed. If no, recast these so that they are directly related.

Are the actual staff development activities designed to provide the staff with opportunities for acquiring the needed competencies? If they are not, they must be changed so they accomplish this mission. Taking a year to do a process plan, and include the actual planning of staff development activities, is a worthwhile way to spend a portion of a year.

What follows are two examples of the types of plans submitted by school systems. The first is a <u>product</u> plan and the second is a <u>process</u> plan as they were submitted to the State Department. (School District and University names have been deleted.) These plans, and the segments of plans included in part 3, have not been changed; the numbering system, the comments and other inclusions are taken directly from the materials submitted.

Part 2A - A Product Plan for Staff Development

I. Critical student needs selected as priority areas:

Data obtained from a variety of sources such as the community, teachers administrative staff, parents and students indicate the following:

1. Students are performing below state norms in reading and math
2. Communication needs to be improved between teachers and students
3. A large number of discipline and behavior problems exist
4. There is a high drop-out rate
5. A large number of emotionally disturbed children have been identified
6. Little opportunity for verbal interaction between students and teachers is provided
7. There are negative effects related to ability grouping
8. Children need individual attention
9. A negative attitude toward learning exists
10. Little opportunity for low ability student to experience success is provided

Although data from the statewide testing program indicate a need to improve skills in the reading and math areas, data from other sources suggest, perhaps, an even greater need; that of providing a learning environment where students can develop the following. From these data the following student needs have been selected as priority areas:

1. To develop a positive self-image
2. To become self-directed in learning
3. To assure responsibility for their own behavior
4. To gain additional skills and techniques for self improvement
5. To gain skills in problem solving and decision making skills

6. To evidence mutual respect and trust

7. To become active rather than passive learners

8. To participate in their own learning and growth

II. Identification of educational improvement programs to meet student needs:

In order to meet student needs the system plans to pilot an open education program based upon the Millersville State (Pennsylvania) College design.

The "open" classrooms will not be completed until September, 1975. For this reason the system has over one year to plan and prepare for effective use of the "open" space.

Plans include providing all teachers and administrators in ____ County with an awareness of what "open education" is and what it can become. In late May or early June of this year all teachers and administrative staff will be asked to participate in a one day program on "open education". From this activity it is anticipated that some teachers, (from 20-25) will be identified who desire to teach in the pilot open classroom. Staff development resources will be directed toward providing this group of teachers and administrators with the competencies they require to function effectively in the "open" classrooms.

III. Identification of teacher competencies needed to implement educational improvement program:

1.0 Competencies related to <u>individualization of instruction</u> have been identified as the following:

1.1 teachers must have skills for diagnosing children in terms of their individual interests, needs and abilities

1.2 teachers must have the skills for planning, implementing and evaluating learning experiences based upon the individual needs, interests and abilities of students

2.0 Competencies related to team teaching

2.1 teachers must develop the skills required in planning for team teaching experiences

2.2 teachers must develop the skills required in implementing and evaluating team teaching experiences

3.0 Competencies related to non-gradedness

3.1 teachers must develop skills required to implement alternative grouping strategies based upon positive attributes of the learners

3.2 teachers must develop positive attitudes for eliminating traditional labels associated with grading and grouping

3.3 teachers must provide opportunities for older children to work with younger children

4.0 Management techniques required in the "open" classroom

In order to effectively manage an open classroom the teacher must have competencies for:

4.1 effective scheduling of students and learning experiences in an open education setting

4.2 organizing physical facilities, materials and learners in an open classroom

4.3 keeping records in the open classroom

4.4 controlling and managing behavior in the open classroom

4.5 involving the parents in the open classroom

5.0 Competencies related to continuous progress education

In order to facilitate continuous progress education it is necessary that all teachers be able to:

6.1 provide for learner self-directed and self-paced study through planning, implementing and evaluating student contracts

6.2 design and effectively utilize learning center approaches

6.3 design and effectively utilize learner activity packages

6.4 make effective use of media in the open classroom

IV. Implementation of the staff development program

Development of the teacher understandings, skills and attitudes included in the six competency clusters presented above could be accomplished through a variety of in-service programs, university courses, visitations and independent studies. Following is a list of activities that will be employed in developing the necessary competencies.

1. During late May or early June, 1974, all teachers and administrators, K-6, will attend a half day orientation session on open education conducted by a consultant from the University. (Teachers to participate in the pilot sections will be selected after this meeting.)

2. During the first week of July, 1974, four administrators will participate in a three day Open Education Symposium at a University.

3. During the summer of 1974 four teachers will participate in a "Summer Happening" at Millersville State Teachers College in Millersville, Pa. The "Summer Happening" will be one week of concentrated study designed to develop the competencies delineated above.

4. Following participation in the "Summer Happening", and symposium administrators and teachers will return to the system to plan for the implementation of a pilot "open" classroom.

5. The pilot "open education" classroom will be initiated in September of 1974. The program will be monitored by the County administrative staff, other teachers, community representatives and either a representative from Millersville State College or a person of similar competence from a local institution of higher learning.

6. Concurrently with the operation of the pilot program, plans will be made for designing and implementing a program for the twenty teachers and administrators in the _____ County School System. This program will develop those competencies proved effective and valuable during the pilot project as well as those specific competencies delineated above.

7. Training of the teachers and administrators will occur throughout the school year in the form of in-service programs, courses, workshops, visitations and individual studies. Training will be conducted by qualified persons from local institutions of higher learning, local CESA, State Department and the local system.

8. Prior to the opening of the school year in September of 1975, teachers and administrators will identify and assemble resources and materials required to begin operation in an open classroom situation.

V. In order for a staff development program on open education to be effective it is essential that administrators assume their responsibility as instructional leaders. The requirements of the instructional leader would include:

1. Commitment to the purposes of the program

2. The ability to provide an educational environment where leaders could operationalize the proposed program

3. Communication with the central office and community on the progress of implementing the program

4. Location of resources, in the form of consultants and materials necessary for meeting program objectives

VI. Evaluation component

Data will be collected from all groups involved in the program in order to assess program effectiveness. Data will be in the following forms:

1. Students:

1.1 evidence of a positive self-image as determined by self concept measures

1.2 decrease in discipline problems

1.3 teacher observation of students' acceptance of more responsibility

1.4 comments from students' parents

1.5 improved achievement scores as determined by standardized tests

2. Teachers:

2.1 increased teacher-student interaction

2.2 teacher opinions

2.3 working effectively in a team

2.4 use of learning activity packages, learning centers, etc.

3. Administrators:

   3.1 decrease in discipline problem

   3.2 fewer parent complaints

   3.3 number of requests received and answered

   3.4 observation of open classroom teaching techniques

4. Parents:

   4.1 awareness of program

   4.2 involvement with program

   4.3 support to program

The product plan (2A) given above was from one school district. Part 2B that follows is a process plan submitted by a different district. In both cases, the Roman numberals relate to the major segments of the State plan for staff development applications.

Part 2B - A Process Plan for Staff Development

I. Critical student needs selected as priority areas as a result of a systematic needs assessment.

Documented Needs

1. The need to improve student achievement, particularly for the student likely to drop out and in the areas of reading and mathematics.

2. The need to reduce the drop out rate.

3. The need to reduce student absenteeism.

(These were documented in appendix statements that are not included here.)

Felt Needs

4. The need to improve student self concept.

5. The need to improve student attitudes toward school and learning.

6. The need to improve the health and physical well being of students.

7. The need to improve student awareness of career opportunities.

8. The need to involve students in program planning.

(Documented in project application, but not included here.)

II. Educational improvement programs in curriculum, instruction and administration which will be implemented to meet student needs.

1. The elementary school is adopting at its own expense Project H.O.P.E. (Title III innovative program) in an attempt to meet need No. 6.

2. The elementary and middle school will continue the remedial reading and math programs funded under Title I, E.S.E.A. in an attempt to meet needs characteristic of eligible children.

3. The work of the Instructional Assistance Program and locally paid teacher aides will be redirected to provide maximum assistance in implementing the staff development programs.

4. A Title III adaptation-adoption of an innovative program proposal is being written to address needs 1, 2, 3, 4, 5, and 6 at the elementary school.

5. A new middle school building is in the final stages of completion and will be occupied this fall (1974). A new principal with special competencies will be brought in to head the school.

   For the last two and one-half years the school has been housed in temporary quarters over a widely scattered area after fire destroyed the old building. Teachers have had little opportunity to coordinate or work as a middle school team in meeting the special needs of middle school children.

   At a planning session recently with the middle school faculty a clear concensus emerged. "We don't really know what a good middle school should be or what innovative programs would best meet the needs of our children." Teacher competencies have not been clearly identified; hence, the following proposal:

   A. That the staff development needs of the elementary school be met as outlined above.

   B. That staff development as a part of this plan at the high school will be deferred in order to give impact to areas where needs are greatest.

   C. That the entire amount of the staff development money be spent at the middle school to implement an indepth study of the middle school. This process plan will include released time and expenses for teacher teams along with students and parents to visit other model middle schools.

      It will also include expense funds for consultative services through the University.

      One of the main trusts of the plan will be to more clearly delineate staff competencies. At the end of the study period we would hope to write proposals for vocational and/or Title III adoption-adaptation projects to implement specific programs to meet student needs.

III. Local educational personnel competencies need to implement improvement programs.

IV. Implementation of Staff Development Program (Appendix E)

   A. Activities

      1. Inservice workshops on the middle school directed by the University.

      2. Visitation by teachers to other model middle schools in the area.

      3. Team study in small groups as follow up to #1 and 2.

B. Personnel to be involved.

1. Fifteen middle school teachers and the principal of the middle school in activities 1 and 2. The same teachers will be divided into four teams: (1) teaching-language and social studies (2) mathematics and science (3) career education and (4) personal-physical development (health, physical education and other activities). One member from each team will serve as coordinating committee.

C. Leadership for conducting Staff Development Training

1. The University will conduct the three workshop days and give guidance to the study.

2. The principal and curriculum director will arrange the visitation schedule and lead the small group study teams.

D. Time Schedule

1. Day long workshop sessions will be held on August 20, 1974 (pre-planning, November 1, 1974, and January 20, 1974 (in-service work days).

2. Visitations will be made during the month of September and October. One visit will be made by each team in September and one in October. Each team will visit two different schools.

3. Teams will meet weekly for study.

V. Administrative Leadership

Activity	School	Central Office	University
A process study for designing a middle school program to meet the needs of pre-adolescent students	1. Principal a) Participate in staff development activities b) Encourage and advise staff in carrying out their activities c) Implement flexible scheduling d) Request and obtain materials necessary for program implementation e) Supervision and coordination of program implementation in classroom 2. Teachers a) Participate in staff development activities b) Design an instructional program for their team. 3. Auxiliary Personnel a) Participate in staff development activities b) Study the middle school through CESA	1. Superintendent a) Recommend administrative policies and procedures for educational improvement program b) Provide a budget and funds as support for the program c) Provide for an evaluation d) Provide facilities e) Recommend the improvement program to the board of educ. f) Provide staff and staffing patterns which will insure program success 2. Supervisory Personnel a) Provide supervision and assistance in the program b) Participate in staff development activities c) Assist with evaluation d) Encourage and advise staff in carrying out their activities	1. Administration a) Provide coordination of the program b) Provide continuing assistance c) Provide administrative procedures which assist program operation d) Provide for evaluation of program and evaluate 2. Instructors a) Encourage and advise staff in carrying out these activities b) Visit participants in their classroom and provide assistance c) Provide an educational experience which is aimed at established critical needs d) Provide for participant evaluation of educational experience

VI. Evaluation Plans

A. Student Growth

Since this proposal relates to development of clear concepts and planning an effective program for middle school children, student growth will be a long range thing and will be evaluated in succeeding years as the program is implemented. A major consideration when this is done will be an evaluation of student attitude and involvement in the educational program of the new middle school.

B. Educational personnel competencies

The University will assist in instruments suitable for measuring teacher growth. A major indication of teacher growth and competencies will be the evidence of confidence and a sense of direction by the end of the study period.

The ultimate evaluation will be the production of a curriculum plan for the middle school by the end of next year and the implementation of this plan in 1975-76. At this point evaluation will begin in terms of student growth as outlined in A above.

C. Administrative leadership procedures

1. An effort will be made to compare perceptions of teachers and administrators and supervisory personnel at the end of the study period.

2. Teachers will be given an opportunity to rate the effectiveness of the leadership plan and the effectiveness of each workshop session and periodically during the small groups study sessions.

3. Teachers, students and parents will be given an opportunity to evaluate the effectiveness of the study and to have input into the planning of the curriculum to be implemented.

APPENDIX E 1

Personnel Competencies - Middle School

SKILLS

The Job	Knowledge	Judgments	Know-How	Attitudes
Teacher	1. Understands special attributes and needs of middle school age students. 2. Has awareness of special qualities and needs in our discipline and its relationship to other fields of knowledge. 3. Understands the basics at competent curriculum planning, needs assessment, and establishing priorities	1. Had interpretive skills; diagnosis of student needs; isolated problem areas and plans instruction	1. Organizes classroom 2. Plans daily 3. Communicates 4. Communicates clearly 5. Manages classroom 6. Relates well to students 7. Monitors and modifies plan on basis of feedback	1. Has positive attitude toward older children and younger adolescents 2. Works effectively on a team 3. Is willing to assist in planning and evaluating school program cooperatively with administrators, students and fellow teachers 4. Is willing to try new approaches 5. Is interested in continuing self-improvement

APPENDIX E 2

Personnel Competencies - Middle School

SKILLS

Competencies Needed to Do the Job	Knowledge	Judgments	Know-How	
Principal	Familiarity with management by objectives	1. Effective use of time and staff 2. Instructional leadership	1. Problem solving skills 2. Organizational skills 3. Motivating skills 4. Effective utilizing of resources 5. Budgetary and staffing skills 6. Leadership skills in program planning and implementation	1. Desire to meet critical needs of school 2. Desire to improve instructional program 3. Openness to innovative techniques in instruction and management

Staff Development

Budget Sheet

Budget Item			Source of Funds			
Activity	Number of Participants or Items	State Grant	State Discretionary Grants	Local	Other	For State Use Only
A process study for designing a middle school program to meet the needs of pre-adolescent students	15 middle school teachers and the principal	$900			$300	
Total(s)		$900			$300	

PART 3 - ANATOMY OF STAFF DEVELOPMENT PLANS

What follows is a descriptive analysis of the procedures followed by school districts in Georgia. These analyses are based on the staff development plans only, not on those submitted under particular titles or specialized program areas. The intent is to summarize the approaches that were used, not to evaluate them.

The descriptions are organized into the six headings used by the State Department for project applications. Therefore, a direct relationship between the project items and the procedures used in developing district plans should be evident.

Needs Assessment

Processes Used

School systems throughout Georgia were required to identify the needs of their students. Several approaches were used. Some systems continued the needs assessment they had started for other purposes and updated them, while other systems started from the beginning as if they had no idea of their needs. Of the various approaches to needs assessment, the following are the ones most easily identifiable and most commonly used.

Applying the Formula: Goals minus present attainment equals needs

This was the most frequently used model. The reason for this may have been because it was referred to in the Needs Assessment packet assembled by the Georgia Department of Education. This model required that systems first set goals for student learning. Systems either used pre-established goals such as "Goals for Georgia," goals developed by Phi Delta Kappa, or

they developed their own goal statements. In developing goal statements, school districts used group discussion or the Delphi technique with various adaptations. After goals were set, the system examined data to discover how well the students were currently performing in relationship to the stated goals. Opinionnaires, questionnaires, and achievement test data were among the sources used to gather this information. When the current situation was assessed, then a discrepancy was found between "what ought to be" (goals) and "what is" (current situation). The wider the discrepancy the greater the need. These needs were then translated into need statements.

Assessment of Current Situation First

A few systems examined available data to determine how well students were currently doing in school as it was presently being conducted. From this stage they developed statements of goals and objectives and determined what were their needs in regard to these statements. This method was not widely used in Georgia.

Opinionnaires

Some systems, particulary those assessing needs for the first time, structured questionnaires to ascertain from their population what were the needs of the students. The questionnaires ranged from highly structured statements from which to choose to a very open-ended form. For the most part, the population sample was drawn from the professional and non-professional staff of the school system, the students, parents, and the community. The individuals responded to the questionnaires and their responses were tallied. The need getting the greatest number of votes was ranked first and so on down the line. This method was also used in conjunction with the discrepancy model by some systems.

Need Fit to Program

In certain cases, the system had decided what type of educational improvement program would be the best for the system at this time. In order to initiate these programs they had to relate to priority needs. The data were searched and the specific needs were found and accordingly documented.

By Authority

In a very few cases system status personnel, individually and/or collectively, decided what the needs were by a "feeling" or a "hunch". These needs then were matched to some data that proved that these were indeed valid needs.

The procedures described above describe the approaches used by most school systems in Georgia to assess their needs. In most cases the "model" was not strictly followed and often a combination of examples was used. In most systems, a Central Staff Development Steering or Curriculum Committee was charged with conducting the actual assessment of needs. In some systems, the TEPS committee of the local unit of the Georgia Association of Educators actually conducted the needs assessment. In most cases an attempt was made to involve parents, professional and non-professional school personnel, students and community members in the needs assessment process. The degree of involvement varied from system to system.

Products Achieved from Needs Assessment

The various needs assessments across the state produced similar listings of needs. Most list were similar to the one below.

Students need to:

1. improve academic achievement particularly in the areas of reading and math
2. graduate from school

3. improve their attendance
4. improve their self-concept
5. develop a healthy attitude towards school and learning
6. develop respect for the rights of others
7. learn to be a good citizen
8. develop saleable skills
9. improve their physical and mental health

In a very few instances systems, after having discovered needs similar to the ones above, decided these were symptoms of greater needs. Need statement were then designed which reflected a change in the traditional approach to education. The following listing is representative of such need statements.

Students need to:

1. develop a positive self image
2. become self directed learners
3. assume responsibility for their own behavior
4. gain skills and techniques for self-improvement
5. gain problem solving and decision making skills
6. show evidence of mutual trust and respect
7. become involved in their own learning

Most needs assessments in Georgia yielded similar results. The importance of this activity may lie in the process rather than the product.

Program Improvement Selection

Processes Used

Through reading the plans and interviewing sample school systems and CESA units, the following methods are representative of those generally found to be the procedures for choosing educational improvement programs.

Committee

Following the identification of needs, a committee of educators looked at various descriptions of educational improvement programs. From these descriptions, several were selected for review. Then, either the same committee and/or the teachers involved, made a final selection based on their own "home-made" criteria.

Visitation

This method was usually used in conjunction with the committee method. After program improvement selections were narrowed, the system personnel were sent to make on-site visits. The teams then returned, reported, and one of the programs visited was selected. The selection was usually made by the members of the staff who would implement the improvement program.

"Expert" Advice

A consultant, hired by the local system or furnished by the Department of Education, examined the needs and recommended certain educational programs which would be worthy of consideration. The system would, through committees, executive decision, on-site visit or other means, make the final choice of the improvement program. In the plans examined, there was no evidence that the selection was made by the consultant. However, there are indications that systems relied heavily upon the suggestions of the "experts".

Objectives Formulated as Criteria for Program Selection

One system formulated objectives which would help them meet the identified needs. After the objectives were ready, a combination of the committee, visitation and "expert" methods were used to select appropriate programs which might meet the identified needs. The objectives of the programs were compared with the system's objectives. The improvement program most nearly meeting the objectives was then selected.

Executive Decision

The superintendent or his designated representative made the final decision as to which program to adopt. This may have been by design or through default by other parties. The methods and criteria used to make this type of decision were not clearly defined.

Prior Commitment

The system had made a prior commitment to initiate an educational improvement program before the advent of staff development. This commitment was incorporated into the staff development plan. The planning and instituting of the quarter system or career education are examples of such prior commitments.

Continuous Programming

Some systems chose to continue and/or expand existing educational improvement programs under staff development.

Products Evident from Program Selection

One hundred forty-eight local education agencies submitted staff development plans to the Georgia Department of Education by May 1, 1974. The following is a list of the areas in which these systems chose to institute educational improvement programs. Beside each area is the number of school systems proposing programs.

Summary of Education Improvement Programs
as Submitted through Local Staff Development Plans

Following are education improvement programs 148 local school systems planned to implement through their local staff development plans.

Program Area	Number of Systems
Language Arts	59
Needs Assessment or Process Plan	31
Mathematics	24
Individualized Instruction Program	24
General Curriculum Development	18
Local Grant-in-Aid Program	17
Leadership Training Staff Development Program	17
Career Awareness Program	18
Special Education Program	13
Glasser ETV Series	12
Quarter System	10
Human Relations	10
Open Education	8
Project HOPE	8
Audio-Visual/Media Program	7
Visitation to Innovative Projects	7
Classroom Management Program	7
Project Success Environment	7
School Organization	6
Early Childhood Programs	5
Counseling/Testing Program	5
Science Program	3

Program Area	Number of Systems
Master Teacher Program	3
Social Studies Program	2
Innovative Physical Education Program	2
Music Program	1

Identifying Staff Competencies

Processes Used

The process by which local educational agencies identified teacher competencies was very vague. For the most part, systems adopted the competencies which were a part of the selected educational improvement program. These competencies were then listed as those needed by the staff. Little thought appears to have been given to assessing the current level of competence attainment by the staff.

Some systems attempted to ascertain which teacher had particular competencies by having a meeting during which strngths and weaknesses were discussed by the group.

One system instituting open education asked each teacher to list the competencies they had which would enable them to work in this type of situation and the competencies they needed. These were compiled into a questionnaire and sent to all teachers. From these returns the list of competencies was developed.

Another system decided the areas of competencies to be developed. Then a committee listed specific competencies to be developed under each area. These competencies were then used to plan the actual staff development activities.

Product Achieved from Efforts to Identify Staff Competencies

The following three examples of competency statements are typical of those submitted.

Example 1

Identification of teacher competencies needed to implement the educational improvement program:

1.0 Competencies related to individualization of instruction

1.1 teachers must have skills for diagnosing children in terms of their individual interests, needs and abilities

1.2 teachers must have the skills for planning, implementing and evaluating learning experiences based upon the individual needs, interests and abilities of students

1.2 teachers must have the skills for planning, implementing and evaluating learning experiences based upon the individual needs, interests and abilities of students

2.0 Competencies related to team teaching

2.1 teachers must develop the skills required in planning for team teaching experiences

2.2 teachers must develop the skills required in implementing and evaluating team teaching experiences

3.0 Competencies related to non-gradedness

3.1 teachers must develop skills required to implement alternative grouping strategies based upon positive attributes of the learners

3.2 teachers must develop positive attitudes for eliminating traditional labels associated with grading and grouping

3.3 teachers must provide opportunities for older children to work with younger children

4.0 Management techniques required in the "open" classroom

In order to effectively manage an open classroom the teacher must have competencies for:

4.1 effective scheduling of students and learning experiences in an open education setting.

4.2 organizing physical facilities, materials and learners in an open classroom

4.3 keeping records in the open classroom

4.4 controlling and managing behavior in the open classroom

4.5 involving the parents in the open classroom

5.0 Competencies related to continuous progress education

In order to facilitate continuous progress education it is necessary that all teachers be able to:

5.1 design learning situations that represent a sequential development of learning skills for a particular content area

5.2 place individual students in learning situations that reflect their intellectual development through a sequence of learning skills

6.0 Competencies related to specific instructional techniques for the open classroom

In order to utilize instructional techniques found useful in the open classroom it is necessary that teachers be able to:

6.1 provide for learner self-directed and self-paced study through planning, implementing and evaluating student contracts

6.2 design and effectively utilize learning center approaches

6.3 design and effectively utilize learner activity packages

6.4 make effective use of media in the open classroom

Example 2- (Open Education)

ADMINISTRATIVE COMPETENCIES

	Knowledge	Judgments	Know-how	Attitudes
Principal	1. Knowledgeable of the newer educational trends, methods, and materials 2. Aware of role as instructional leader in a more individual learning environment 3. Familiarity with management by objectives Role in a shared decision making process environment	1. Effective use of time and staff 2. Effective instructional leader 3. Develop a school climate which encourages experimentation and change 4. Communicate with and be supportative of teachers as they begin to develop, implement and seek to improve new teaching strategies 5. Constantly evaluate and reevaluate program based on comprehensive up to date student needs assessment 6. Communicate school goals to students, teachers and community	1. Problem-solving skills 2. Organizational skills 3. Communication and motivation skills 4. Effective utilizing of resources 5. Budgetary and staffing skills 6. Leadership skills in program planning and implementation 7. Assessment and evaluation skills 8. Group skills	1. Desire to meet critical needs of school 2. Desire to improve instructional program 3. Openness to innovative techniques in instruction and management 4. Works effectively as member of a team

TEACHER COMPETENCIES

	Knowledge	Skills: Judgments	Skills: Know-how	Attitudes
Teacher	1. Knowledgeable of newer educational trends, methods, and materials 2. Understands and applies facts, concepts, principles, methods, and materials in a field 3. Role in a shared decision making process environment	1. Develop interpretive skills, diagnose student needs and prescriptively plan instruction 2. Develop tactical skills; be able to utilize appropriate and varied instructional strategies. (knows when and what to use) 3. Develop problem solving coping skills and adaptive behaviors 4. Develop various types of learning material (Learning centers, research oriented material, individual learning packets, etc.) 5. Develop team skills	1. Organize classroom 2. Plan daily 3. Communicate clearly 4. Organize teaching and learning materials 5. Individualize instruction 6. Manage classroom 7. Relate well to students 8. Monitor and modify plans on basis of feedback 9. Involve students in planning 10. Record student progress efficiently	1. Has positive attitude toward students 2. Has positive attitude toward self (confident, purposeful, flexible, etc.) 3. Works effectively on a team 4. Is willing to assist in evaluation of school program and contributes to improvement efforts

Example 3

Identification of Teacher Competencies Needed to Implement the Proposed Educational Improvement Program:

A. In order to facilitate the development of positive student attitudes toward reading, the following teacher understandings, attitudes, skills and competencies are proposed:

1. Techniques for providing positive reinforcement for the reader
2. Stress-reducing technique for the reader
3. Skills in diagnosing the reading readiness of readers
4. Skills in dealing with children with special needs
5. Skills and attitudes in promoting an environment conducive to development of a positive attitude toward reading
6. Techniques for intrinsic motivation of slow readers
7. Techniques for operationalizing an interdisciplinary approach for the teaching of reading
8. Techniques and alternative instructional approaches that place less emphasis on drill and practice
9. Providing success-oriented reading activities for the beginning reader
10. Questioning techniques that are more effective, i.e., more divergent and evaluative questions
11. Attention to the development of alternative means of obtaining information, other than reading, such as, improved listening skills and oral communications

Staff Development Activities

Processes for Developing Specific Activities

The general pattern seems to be that the person or persons charged with developing a local plan took the educational improvement program and the identified needed competencies. These were used to design staff development activities which would best let the staff avail themselves of appropriate

educational opportunities. In some instances, they contacted universities and colleges and contracted for an existing course. Often, however, the school system representative and an institutional representative planned a new course designed specifically to meet local needs. Whatever the activity, consideration was given to time, resources and utility. Some types of activities were chosen because they were dictated by the improvement program.

The process used appeared to be one of matching the activity to the competencies by considering cost return, time, suitability, feasibility, applicability, and resources. This is an important process and careful exercusion and forethought must be exerted.

Products Resulting from Choices of Educational Activities

The following activities are found in many of the staff development proposals.

Credit Workshops conducted by College or University personnel

Non-Credit Workshops conducted by paid consultants, CESA personnel, local system personnel, publisher representative, or State Department of Education personnel.

Mini-Workshop (oneshot) conducted by CESA, local system, publisher representative, State Department

College Credit Courses conducted by College personnel (fully or partially funded.

College Credit-Independent Study

Non-Credit Independent Study

Non-Credit Seminars conducted by local, CESA or community personnel, or publisher representative

Visitation to Innovative programs

Local Grant-in-Aid plans

Personalized staff development plan

Contractual arrangement between teacher and system to participate in certain types of activities

Identifying Support Personnel and Procedures

Processes Used to Determine Necessary Support

The researcher was unable to obtain that exact processes that were used to design the management scheme that was to be used. These processes were not indicated on the plans, and interviews yielded unsatisfactory data as to how these decisions were made.

Products Achieved

As indicated, there was little evidence of a systematic or recognized approach to this task area. In many cases school districts modified the chart that had been included in the State Department Resource Guide in order to meet the requirement for this aspect of the plan which was to identify administrative leadership, procedures and resources for enabling educational personnel to develop and implement educational improvement programs as a result of staff development program.

ADMINISTRATIVE LEADERSHIP

Activity	School	Central Office	Institution Conducting the Educational Experience
1. Improving instructional strategies in teaching language arts	PRINCIPAL a) assist in planning and assessing staff development activity b) participate in the course work c) supervision and coordination for implementation of classroom strategies TEACHER a) participate in course activity b) implement strategies or project in the classroom c) share results of strategies used d) make classroom available for visitation by other teachers	SUPERINTENDENT a) appoint steering committee for development of plan b) recommend plan to Board of Education for approval c) provide leadership and continuing assistance to program d) provide budget and resources as support for the program e) participate in staff development program f) provide facilities for program SUPERVISORY PERSONNEL a) provide supervision and assistance in staff development program b) participate in activities c) assist with the evaluation of improving language arts strategies d) provide a list of resources	ADMINISTRATION a) assist and advise in planning of program for the improvement of language arts teaching strategies b) coordinate local system efforts with college c) organize staffing for language arts program d) provide for credit and non-credit opportunities e) plan and conduct evaluation of program INSTRUCTORS a) help structure course to meet local needs b) conduct educational experiences pursuant to strategies in language arts c) observe participants in schools and provide assistance when needed. d) assist in evaluation of the staff development project

Evaluating Program Achievements

The requirement for segment VI of the staff development application read, "Develop an evaluation plan to reflect long-range changes in the following areas:

A. Student Growth

B. Educational personnel competencies

C. Administrative leadership procedures"

Processes Used:

In most cases, the processes used to determine the evaluation responsibility were not indicated nor available.

Products Achieved:

The following two evaluation proposals were selected as being more complete than most that were submitted. For example 1, an overall statement of approach is suggested. This is followed by specific plans for two of the program educational improvement activities that were included in the project application. Example 2, indicates attention to the three areas specified in the state application form. Both examples illustrate more comprehensive plans than were typical of those examined.

Example 1 - Rationale for Evaluation

Ideas about evaluation procedures are changing. New ideas about evaluation procedures have emerged and new frameworks have appeared. No one method for evaluation can be considered a direct route. New definitions of evaluation are evolving. Evaluation should not be confused with pure research. Among the valuable new ideas about evaluation are:

1. Program evaluation is a process rather than a procedure. It is generic rather than specific.

2. Program evaluation is more than examining the attainment of objectives.

3. Program evaluation is more than evaluating the results of a program.

4. Program evaluation is more than instructional evaluation.

5. Program evaluation is different from evaluative research and program research.

6. Program evaluation is a management tool.

7. Program evaluation is people-centered.

The main objectives for the evaluation procedures for staff development activities in the public schools are:

1. To provide a process for forming judgments about programs using criteria or standards of comparison and description of what occurred and resulted in the program.

2. To provide a process for using information in reaching program decisions.

Evaluation procedures are best conducted when the evaluation process for programs are conducted from an accepted model adaptive to the programs to be evaluated. Four models were chosen as follows:

a. Participant Model - Reaction Approach - Special Problems in Elementary Education: Designing Success Strategies

b. Tylerian Model - Early Childhood Preventive Curriculum

c. Monitoring Design - Wisconsin Design in Reading: Word Attack Component

d. Instructional Model - Reading Workshop for Secondary Personnel

e. Instructional Model - Vocational Mathematics Program

Evaluation for Activity 1 - Special Problems in Elementary Education: Designing Success Strategies

Rationale for Procedures:

The Participant Reaction Approach has an origin in adult education and extension courses. A variety of techniques including steering committees, analysis of attendance and enrollment records and end of session reaction forms will be used to get participant reactions to the program.

Description of Procedures to be Followed

1. Data will be maintained concerning the timetable of the program.
2. The evaluation team will make periodic evaluations (including Steering Committee) of:
   a. Adequate involvement of participants
   b. Interest holding of program to participants
   c. Ease of learning programs by aprticipants
   d. Understanding of what is expected of participants
   e. Evaluation of the suitability of techniques and approaches used in program

Methods

1. Comparisons of expected timeline to actual timeline with adjustments being made and noted.
2. Participants during group discussions will make evaluative judgments concerning the content of the program as the content relates to establishing science-oriented classroom strategies.
3. Understanding of the format of the program will be evaluated by many methods centering upon the participants' understanding of the concepts of "schools without failure" as they apply to classroom communication and curriculum development.

   Procedures:

   a. Pre-test and Post-test Attitude Survey
   b. Group feedback discussions by participants on a system basis
   c. The program calls for active participation which will be monitored by the "group leaders"

4. Questionnaires and discussions will center upon the question of facilities. The objective will be to make the facilities as conclusive as possible to the program.

5. Evaluation procedures (discussions, observations, check lists and questionnaires) will center upon the performance of the TV instructor and the group leaders (self-evaluation techniques - low-key).

6. Discussions, check lists and questionnaires will include "Perception of Value" questions. Example: What was learned? What will be used? How important or useful will it be? Was it worth the time to attend? etc.

7. Follow-up and suggestions for future programs will include suggestions for:

   a. What more is needed on the subject?
   b. What other programs are needed?
   c. How can the program be adapted to actual school situations?

8. There will be opportunities for the participants to react to the program without structured guidance. They will respond in terms of what bothers them or what they think they should say.

(Item 1-8 will center upon the participants' ability to work with other staff members and students in developing and applying new classroom skills.)

Reference Source

Steele, Sara, "Exploring Participants Views of Programs," Material prepared for students in a course of evaluation in extension. University of Wisconsin, Madison, Spring 1972.

Steele, Sara M., "Determining the Quality, Importance and Suitability of Programs," Madison, Wisconsin, University of Wisconsin, Department of Agriculture and Extension, 1970.

Evaluation for Activity 3 - Wisconsin Design in Reading: Word Attack Component

Rationale for Monitoring:

Monitoring designs as an evaluation procedure deals with the critical management tasks in keeping programs on track. This system is particularly useful in programs being done for the first time.

This process is not confined to the end of the program process, but should be used continuously. Evaluation procedures are set around (1) time, (2) program action, and (3) expected transitional outcomes.

Evaluation procedures to be followed (process approach):

1. During the first four weeks of school, the Wisconsin Tests of Reading Skill Development will be administered to all participants.

2. Re-testing will be administered to students requiring it within four weeks after break-in test is administered.

3. All newly enrolled students will be tested with the Wisconsin Tests for Reading Development: Word Attack within two weeks.

4. All students not passing skills test will be placed in appropriate skill development groups.

5. The program (students) will be monitored to insure two hours of instruction time set aside for appropriate skill development. (Records will be kept.)

6. Use of the teacher resource file will be monitored by observations and check lists.

7. The adequate use of instructional materials available to teach each skill will be monitored by check lists and observation.

8. The attempts being made to individualize the instructional approach in each skill will be monitored (group discussions, observation and check lists).

9. The process by which students move from one skills classification to another will be monitored by discussion and data evaluation.

10. The activities students move to after being dismissed from skill groups will be monitored (group discussions, observation and check lists).

11. The child's performance will be formally assessed during and after completion of each skill.

12. Approximately every three weeks the participants will be re-evaluated and re-grouped.

13. Student progress will be monitored by keeping student profile cards.

14. A designated teacher will monitor each student's progress by following programmed materials.

15. A designated person will be responsible for interpreting to visiting teachers and parents the program design.

16. The school principal and other administrative/supervisor support will handle the administrative aspects of implementing the program.

Teacher Evaluation:

1. The teachers' satisfaction with the design will be noted by discussion, observation and check lists.

2. The design in relationship to the overall school program will be noted by discussions, observations and check lists.

Attitude Survey

3. Pupil attitudes will be assessed toward reading as a tool and a leisure-time activity.

4. Pupil achievement will be measured in terms of the specific reading skills development and overall reading achievement.

The performance of students will be assessed in view of the performance guidelines set forth as a formal part of the program design. (See Chart)

The expectations are based upon the percentage of children expected to have mastered demonstrated performance objectives at criterion-given levels of word attack skills at given points in the school experience. Expectations of performance will be tied closely with academic aptitude estimates.

Tests:

1. Otis Beta IQ Test

2. Wisconsin Tests of Reading Skills

3. Stanford Reading Diagnostic Tests (appropriate for grade level)

   a. The Stanford Diagnostic - Pre-test

   b. The Stanford Achievement - Post-test

(Control and Experimental Groups)

Example 2

A. The evaluation plan to indicate student growth will consist of the following:

1. Expectation of 10 percent improvement of student performance in the identified periority skill areas of the Georgia state-wide testing program and local teacher evaluation measures.

2. Lower disparity scores on gap analysis of educational goals and performance.

3. Comparison of surveys of opinions of community, student, and leadership teams in the Spring of 1974 with similar survey in the Spring 1975.

4. Pre and post comparison of student and teacher attitude and self-concept.

5. Overt evidences in the classroom such as:

   a. "Turned-on" students
   b. Examples of student work in the classroom
   c. Fewer discipline problems
   d. Increased ADA
   e. Decreased drop-out rate

B. The evaluation plan to indicate the educational personnel competencies are being upgraded will consist of the following:

1. Evidence of individual's satisfactory achievement of process objective stated in the individual's plan.

2. Evidence of demonstrated change in performance in the classroom which will consist of at least the following:

   a. Evidence of new and innovative materials neither created by the teachers or gained through resources

   b. Evidences of changed teaching strategies

   c. Evidences of changed or added techniques of evaluation of students.

   d. Evidence of increased knowledge of concepts and skills in the specified subject area or level.

3. Analysis of video-taped performance of teachers and administrators

4. Evidence of lower teacher absenteeism and teacher "turnover" in a system.

5. Evidence of active participation of personnel in the system's staff development program

6. Evidence of participation in school-community programs

7. Evidence of increased staff participation in professional association and school-community activities

C. The evaluation plan to indicate changes of the administration leadership procedures in the staff development plan will consist primarily of the following:

1. Evidence of planned and approved staff development activities directly related to student needs and identified teacher competencies

2. Evidence of local management system for the staff development program

3. Evidences of more administrator-teacher conferences and classroom visitation

4. Evidences of new programs in the curriculum

5. Evidences of modular scheduling

6. Evidences of increased leadership responsibilities delegated to grade level/department chairman

7. Evidences of public involvement to encourage school-community cooperation in program development and implementation

8. Involvement of total staff in curriculum and staff development planning

9. Provisions in the budget for stipends for staff development activities (college courses and continuing education units)

10. Utilization of community and personal resources

11. Provisions for released time in the budget for on-site visits to innovative education programs

12. Evidences of system plan for teachers evaluating and requesting instructional materials and consumable supplies.

APPENDIX:

SUMMARY OF STAFF DEVELOPMENT PROGRAMS IN GEORGIA 1974-75

SUMMARY OF STAFF DEVELOPMENT PROGRAMS IN GEORGIA

1974-75

The following educational improvement programs were indicated by school districts in their staff development plans for 1974-75. Many additional projects were offered, but they were funded locally, through other agencies or title programs. Consequently, they do not appear here. Information in regard to them can be obtained from other funding agencies (such as Federal programs), other State program areas, or from the individual school districts.

System	Improvement Activity	Number of Staff Trained
Americus City	Seminars in Human Relations, Communication Skills, Managerial Effectiveness	10
	Reading Workshop	All Teaching Staff
Appling	Needs Assessment	Admin. Staff
	Reading Course	20
Atkinson/Okefenokee CESA	Language Arts, Reading, Math Activities	82
Atlanta City	Leadership Training for Principals; Career Ed. Workshop; Local Grant-in-Aid	105 16 40
Bacon/Okefenokee CESA	Physical Education, Reading, Math Activities	236
Baldwin	Atlanta Assessment Project	All Personnel
Banks/Franklin	Career Education Program,	All Personnel
	School Visitation, Course	All Personnel
	on History and Philosophy of Career Education	All Personnel
Barrow	Orientation on Open Ed.,	All Personnel, K-6
	Open Education Symposium,	4
	Summer Happening, Open Education In-Service	4 25
Bartow	Language Arts, Humanizing Instruction	25 25

Berrien	Human Relations Workshop	30
Bibb	ETV Success Strategies-	805
	Glasser; Early Childhood	26
	Preventive Curriculum;	45
	Wisconsin Design for	63
	Reading; Reading Work-	5
	shop; Vocational Math	
	Program	
Bleckley	Needs Assessment	26
Brantley/Okefenokee CESA	Needs Assessment, Reading,	76
	Math, Instructional Mat.	
Bremen City/Haralson	Needs Assessment	40
Brooks	Workshop-Interpretation &	86
	Utilization of Test Results;	69
	Workshop-Reading; Reading	14
	Curriclum Guide; Project	6
	Success Environment; Open	12
	Classroom Concept; Skills	3
	Language Program; Success-	6
	Oriented Readiness; Inter-	10
	and Intra-School Visitation;	40
	Strategies in Communication,	23
	Discipline, Curriculum; In-	
	volvement in School Programs	
Bulloch	Workshop, In-Service in	All Personnel
	Science and Social Studies	
Burke	ETV Success Strategies-	All Personnel
	Glasser; Problems of	All Personnel
	Teaching; Local Grant-in-Aid	4
Butts	Inter- and Intra-School	All Personnel
	Visitation	
Candler	Workshop-Quarter System	10
	Workshop-Counseling and	27
	Testing; Special Education	3
	Course; Management Study	1
Carroll	Project HOPE; Audio-Visual	50
	Project; Career Guidance	50
	Project	Guidance Personnel
Carrollton City	Classroom Management; Work-	20
	shops-Reading, Math, Learning	106
	Centers, Crafts, Fine Arts,	
	Individualized Instruction,	
	Audio-Visual Materials,	
	Computer-Terminal	
Cartersville City	ETV Success Strategies-	55
	Glasser; Workshop-Curriculum	65
	Revision & Planning	

Catoosa	Local Grant-in-Aid,	30
	Reading & Math	35
Charlton/Okefenokee CESA	Needs Assessment, Practical Arts, Reading, Math Activities	96
Chatham	Workshop-IPI; Courses:	30
	Math, Special Education, Guidance, Reading, Early Childhood, Classroom Management	350
Chattahoochee	Local Grant-in-Aid, Reading and Math	20
Chattooga	Local Grant-in-Aid	15
Cherokee	Course & Workshops-Leadership, Curriculum Planning, Open Education, Quarter System, Project HOPE	All Personnel
Clarke	Workshops-Reading, Language Arts, ETV Success Strategies-Glasser, Intra-district Visitation; Local Grant-in-Aids &	
	Staff Development	55
Clay/Randolph/Stewart/ Quitman	Media Course	20
	Special Education Course	10
	Reading Course	20
Clayton	Reading Workshop	All Personnel
Clinch/Okefenokee CESA	Needs, Media & Instructional Materials, Reading, Math Activities	90
Cobb	Local Grant-in-Aid; Workshops-Course Guides, Career Education, Physical Education, Counseling Techniques, Computers, Science	38 2,600
Coffee/Okefenokee CESA	Needs, HOPE, CROFT, Instructional Materials	267
Colquitt/Thomas/ Thomasville City	Needs Assessment	Teachers/Principals
Columbia	Project Success Environment	32
Commerce City	Needs Assessment-Middle School	15
Cook	Workshop-Language Skills,	133
	Workshop-Reading, Visitation	140
		75
Coweta	Reading Course	102
Crawford	Needs Assessment	90
Crisp	ETV Success Strategies-Glasser, Workshops-Career Education, HOPE	13 20

Dade	Workshops-Management, Curriculum, Career Ed.	39
Dalton City	Open Education	45
Dawson	Course-Exceptional Children	2
Decatur City	Workshop-Reading	All Personnel
Decatur	Workshops-Language Arts, Math, Disabled Learners	120
DeKalb	Workshops-Curriculum, Local Grant-in-Aids	Principals/ Teachers
Dodge/Heart of Ga. CESA	Needs Assessment	Committees
Dooly County	Early Childhood Program; Life Spacing Concept; ETV Success Strategies-Glasser	All Personnel 25
Dougherty	Workshop-Reading	98
Douglas	Workshops-Reading, Math, Individualized Instruction, Career Education, Evaluation, Local Grant-in-Aid	Principals/ Teachers
Dublin City	Workshops- Teaching Centers, Classroom Management, Individualized Instruction	Teachers/ System Staff
Echols	Local Grant-in-Aid	2
	Diagnostic Teacher Support Program	10
Effingham	Workshops-Career Education, Language Arts, Human Relations	All Personnel
Elbert	Primary Reading Education Program	30
Emanuel	ETV Success Strategies-Glasser; Courses-Career Education, Problems in Elementary Education	30 52
Forsyth	Local Grant-in-Aid; Quarter System; Problems of School and Curriculum Organization	5 22 8
Franklin/Banks	Career Education Program	Principals/ Teachers
Fulton	Language Arts Program	180
Gainesville City	Quarter System, Administrative Staff--Operation Up-date, Differentiated Staff Development	65 12 70
Glascock	ETV Success Strategies-Glasser	21
Glynn	ETV Success Strategies-Glasser; Workshops-Reading, Math, Human Relations, Management	325 560

Gordon	Project HOPE, Right-to-Read, Management Workshop	64 20 17
Grady	Workshop-Curriculum	26
Greene	Basic Skills through Practical Arts	31
Gwinnett	Lanier Model Project Reading, Reading Course & Personnel Development Institute	25 100
Hall	Open Education Workshop	33
Hancock	Needs Assessment	26
Haralson/Bremen City	Needs Assessment	40
Harris	Workshop-Quarter System Curriculum	All Personnel
Hart	Project HOPE, Project Success, Workshop-Quarter System	88 30 18
Henry	Workshop-Curriculum	Teachers/ Principals
Houston	Needs Assessment	Teachers/ Principals
Irwin	Workshop-Career Opportunities	15
Jasper	Needs Assessment, Curriculum Revision, Reading, Math, Pupil Awareness	Teachers/ Principals
Jefferson City	Workshop-Open Education	All Personnel
Jefferson	Course-Student Self Concept	Teachers/ Principals
Jenkins	Needs Assessment	All Personnel
Johnson	ETV Success Strategies-Glasser; Workshops-D & H Students, Master Teacher, Projects PEGASUS and CADRE Curriculum Development Project	16 102 51 25
Lamar	Workshops-Basic Skills, Music Course-Art	Teachers/Principals Teachers
Lanier	Workshop-A New Adventure in Learning	Teachers/ Principals
Laurens	Workshop-Science, Social Studies	75
Liberty	Needs Assessment, Local Grant-in-Aid	Committee 2
Long	Workshop-Individualized Instruction	36

Lowndes	Workshop-IPI	35
Lumpkin	Course-Curriculum, Problems in Teaching	20
Macon	In-Service in Reading and Mathematics	15
Marietta City	Workshop-Curriculum Guide	21
Marion County/ Chattahoochee-Flint	Course-Career Development	26
	Course-Curriculum, Learning Climates	24
McDuffie	ETV Success Strategies-	30
	Glasser, Problems in	30
	Teaching, Practicum,	1
	Local Grant-in-Aid	
McIntosh	Needs Assessment	110
Miller	Workshop-Gifted	Teachers
Mitchell	Needs Assessment,	14
	Reading Program	4
Monroe	Course-Early Childhood Education	Teachers/ Principals
Montgomery	Right-to-Read Program	20
Morgan	Implementation of Quarter System	All Personnel
Murray	Mini-Courses in Math, Job Placement, T & I	62
Muscogee	Workshops-Basic Skills,	221
	Master Teacher; Local Grant-in-Aid	15
Newton	Newton Renewal--Teacher Development Center	400
Oconee	Workshop-Voc. Education	8
	Curriculum Development;	10
	Job Placement for D & H;	10
	Quarter System	
Oglethorpe	Local Grant-in-Aid;	6
	Workshops-Hyperactive Child, Reading, Math	All Teachers, K-5
Paulding	Needs Assessment	30
Pickens	Leadership Training Workshop;	6
	Right-to-Read	23
Pierce/Okefenokee CESA	Needs, Reading, Math, Sports, Media Instructional Materials Activities	120
Pike	Workshop-Reading	40
Polk	Workshop-Individualization	75
Pulaski	Needs Assessment	67

Quitman/Clay/Randolph/ Stewart	Media Course; Special Education Course; Reading Course	20 10 20
Rabun	Study in each Subject Area	46
Randolph/Clay/Stewart/ Quitman	Media Course; Special Education Course; Reading Course	20 10 20
Richmond	Local Grant-in-Aid; Course-Reading, Math; Workshop-Classroom Management, Study Skills	19 26 100
Rockdale	Workshops-Curriculum Areas	230
Rome City	ETV Success Strategies-Glasser; Georgia Right-to-Read; Needs Assessment	16 12 30
Schley/Chattahoochee-Flint CESA	Course-Career Development; Course-Curriculum, Learning Climates	26 24
Screven	Right-to-Read Program	All Personnel
Social Circle City	Workshop-IPI; ETV Glasser Program (5)	9
Spalding	Eclectic Decoding System (EDS)	50
	Ecology Workshop; In-Service on Curriculum Areas in Elementary Grades; Staff Development in Basic English	21 200 4
Stephens	Workshops-Individualized Instruction, Management	Teachers/ Principals
Stewart/Clay/Quitman/ Randolph	Media Course; Special Education Course; Reading Course	20 10 20
Talbot	Individualizing Instruction in Math and Language Arts	52
Taliaferro	Project Success Environment	All Personnel
Tattnall	Needs Assessment	Teachers/ Principals
Taylor	Reading Foundation Program; Systematized Organization Program	80 8
Telfair	Leadership Training; Curriculum Study and Revision	18 52
Terrell	Career Awareness; Program for D & H Students; Management Support System	60 35 9

Thomas/Colquitt/ Thomasville City	Needs Assessment	70
Thomaston City	Individualized Instruction in Math and Reading	20
Thomasville City/ Colquitt/Thomas	Needs Assessment	Teachers/ Principals
Tift	Workshops-IPI, PLACE, Career Awareness, Interlocking, Management by Objectives, Projects Success & HOPE	200
Toombs	Individualized Instruction;	70
	Career Awareness	24
Trion City	Individualized Instruction	25
Union	Needs Assessment	40
Upson	Career Awareness;	25
	Individualized Instruction	15
Valdosta City	Workshops-Reading, Math, Kindergarten Program	37
Vidalia City	Reading Workshops	20
Walker	Leadership, Educational Assessment; Workshops-Reading, Mathematics, Behavior Modification, Curriculum Development, Language Arts, Career Awareness, Individualized Instruction, Interlocking	25 350
Walton	Right-to-Read Program	21
Ware/Okefenokee CESA	Needs, Reading, Math, Instructional Materials	190
Washington	Utah's Systems Approach to Individualized Learning; Interlocking Vocational and Academic Subjects	All Personnel Secondary Teachers
Waycross City/ Okefenokee CESA	Students' Needs, Materials, SUCCESS, Reading, Math	229
Wayne	Needs Assessment	All Personnel
Webster/Chattahoochee-Flint CESA	Course-Career Development;	26
	Course-Curriculum, Learning Climates	24
West Point City	Right-to-Read Program	50
Wheeler	Master Teacher, Individualized Instruction	All Personnel

Whitfield	Curriculum Program-Middle School; Individualized Instruction; Open Education; Interlocking Vocational & Academic Subjects	30 50 All Personnel Teachers
Wilcox	Mathematics Curriculum Development; Quarter System	15 Teachers/ Principals
Wilkinson	Curriculum Development, Student-Teacher Relations	27
Worth	Reading Instruction	41
Vocational-Technical Coosa Valley/Lanier/ Athens/Pickens/Walker/ North Georgia	In-Service Workshop	300